

CHILD WELFARE

The National Parent-Teacher Magazine

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CONTENTS

	PAGE
WHO WROTE IT—HOW TO USE IT	66
FRONTISPICE—A COMMON INTEREST	68
OUR OPPORTUNITY—A MESSAGE FROM THE PRESIDENT	<i>Mrs. Hugh Bradford</i> 69
THE WISE USE OF LEISURE—LET PARENTS TEACH POEMS	<i>Sarah A. Wallace</i> 71
THE COUNTY LIBRARY GIVES WINGS TO BOOKS	<i>Julia Wright Merrill</i> 72
SOME ADVENTURES OF THE FINK FAMILY	<i>Garry Cleveland Myers</i> 76
WHAT PRICE DESSERT!	<i>Jule E. Shultz</i> 79
THE SIGNIFICANCE OF TEACHING IN THIS GENERATION	<i>Eula F. Hunter</i> 82
TRAINING OUR CHILDREN—WHAT IS WILLING OBEDIENCE?	<i>Sidonie Matsner Gruenberg</i> 84
THE SCHOOL BUS	<i>Marian Laverne Telford</i> 88
UNDERSTANDING THE ADOLESCENT	<i>Esther L. Richards</i> 91
THE CHILD WHO STUTTERS	<i>Wendell Johnson</i> 95
THE GRIST MILL—EDITORIAL—WHY A P. T. A.?	<i>Arthur Dean</i> 98
A PARENT-EDUCATION COURSE	<i>Grace E. Crum</i> 100
“CHARACTER TRAINING” CHARLES E. AND EDITH G. GERMANE	102
BULLETIN BOARD	103
THE ALL-INCLUSIVE MEMBERSHIP CARD	<i>Randall J. Condon</i> 104
THE STORY HOUR FOR CHILDREN	<i>George K. Pratt</i> 106
“THE WHEAT FIELD” LAURA E. RICHARDS	108
MENTAL HYGIENE	<i>Elizabeth K. Kerns</i> 114
“THE PARENTS’ PART IN THE CHILD’S LIFE”	116
OUT AMONG THE BRANCHES	<i>Anne Campbell</i> 120
MOTION PICTURES	121
THE QUESTION BOX—MRS. COPE ANSWERING	122
MOTHERSINGERS’ CHORUSES—A LIST OF SUGGESTED CHORUSES FOR 1930-31	124
HIS DIRTY LITTLE HANDS (POEM)	<i>Winnifred King Rugg</i> 126
CONGRESS COMMENTS	128
TWO-REEL PICTURE OF PORTO RICO—A LETTER FROM GOVERNMENT HOUSE, PORTO RICO	
THE BOOK SHELF	
DIRECTORY	

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A COMMON INTEREST



Our Opportunity

To the Members of the National Congress of Parents and Teachers:

“WE must so live and labor in our time that what came to us as seed may go to the next generation as blossom, and that what came to us as blossom may go to them as fruit. This is what we mean by progress.”—BEECHER.

The progress of our work in the National Congress will be marked by the effort we put forth to nourish the seed of past accomplishments to a flowering and carefully to guard the flowers that we now have that they may bear fruit, as it was destined they should.

There have been wise sowers in our garden; many leaders who have carefully removed the rocks that would obstruct and hamper growth in parent-teacher fields; there have been many who have given thought toward the enrichment of our harvest; many who have weeded faithfully to protect the crop from contaminating influences. The seed of good organization has flowered into the well developed locals of our state branches, and the locals are about to develop finer fruit than ever before. They are ready for definite service to the communities, to the schools, and to the homes. For our locals there are tremendous opportunities ahead!



THE White House Conference on Child Health and Protection is about to bring together a wealth of facts relating to past achievements and future possibilities in child welfare. It is the third conference on this subject to be called by Presidents of the United States; the first was called by President Roosevelt, the second by President Wilson, and this, the third, by President Hoover. The present conference is divided into sections with committees to develop the objectives of each section. The enthusiasm with which these groups have worked under Dr. H. E. Barnard, the director, has brought rich returns. The conference will meet again in November to bring in the results of its study. The findings will bring recommendations for future growth, but there will be need of methods by which the public may be reached and the full benefits made available.

Parent-teacher associations are ready to be the medium through which the benefits may be distributed. There are approximately 20,000 local units of our Congress that become fertile fields for planting the seed garnered by the conference. We have the opportunity to utilize these nation-wide findings. Let us be prepared to have a discussion or study group connected with each local, each group to use some phase of the conference report. This report will be turned over for our benefit, and will be submitted later for discussions and programs.

Our Program chairman, our editor of *CHILD WELFARE*, and our chairman of Parent Education will all aid in making this material available. In the meantime let us make ready to receive it.

CHILD WELFARE

WE have another opportunity this year. Dr. Ada Hart Arlitt as a national chairman is to work under the Spelman Rockefeller grant in developing our Parent Education program. Dr. Arlitt will make a study of what we have been doing, will plan and conduct leadership classes in Parent Education in some selected states, and will add definiteness to that phase of our work. We have great need for trained leaders in our study classes and Dr. Arlitt will assist in this training. Universities and colleges are hearing the call for this type of teacher training, and they, too, desire to answer our needs by developing teachers of Parent Education in their regular courses. If we prove to beneficent persons and to foundations that we are giving a constructive, vital service, we may hope for a continuance of help. It is our marvelous opportunity! Have a Parent Education program this year and report your activities!



NOW is the appointed time! Never before have there been so many great possibilities at our disposal. We have local associations, study groups, nation-wide information, definite programs, able leaders. Shall we not enthusiastically encourage every group to progress, bringing seeds of thought to flower in better trained parents!

"There is a tide in the affairs of men
Which, taken at the flood, leads on to fortune;
Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea we are now afloat
And we must take the current when it serves
Or lose our ventures."—*Shakespeare.*

This is the flood tide of our opportunities in Parent Education. It will carry us toward that good fortune which is our desire, and which has long been the beckoning harbor of our voyages. "Bon voyage."

Mrs. Hugh Bradford

President, National Congress of Parents and Teachers

REBUILDERS

We send them off to school again today,
This cool October morning. All the street
Is musical with patter of small feet,
And little shining faces all the way
Seem wayside posies for our smiles to greet.

I wonder if they ever guess or know
With what strange tenderness we watch them go?
Just children on their way to school again?
Nay, it is ours to watch a greater thing.
These are the world's rebuilders! These must bring
Order to chaos, comforting to pain,
And light in blasted fields new fires of spring.

Dear Lord, Thy childish hands were weak and small,
Yet had they power to clasp the world withal—
Grant these, Thy little kindred, strength as true.
They have so much to learn, so much to do!

THEODOSIA GARRISON

The Wise Use of Leisure

Let Parents Teach Poems

BY SARAH A. WALLACE

WHEN visiting the school the parent usually says to the teacher, "How can I help my little John to love books?"

A wise teacher, knowing that the parent's interest is apt to increase the pain of any home study, will grow thoughtful. A safe answer is, "Can you read poetry with John?"

An honest and emphatic "No!" may be the end of the young parent's attempt to aid in the child's education. If Mother is really in earnest, however, teacher will recommend a good anthology of poetry for children.

"Poetry is an interpretation of life." To appreciate poetry the mother must have leisure; she must read the poem over and over till she makes it part of herself in its sound, its rhythm and its inner meaning. The hours the child and mother spend together in kitchen or nursery may be used for securing a treasure of beautiful pictures in words, deeds, rhyming lines, and rhythmic fancies.

The child must not be bothered by poems too hard for him, or meanings too deep for him. Let him learn now to love the sound, the vision, the color, the motion of poetry. Bit by bit his interest can be fastened, just as it may be in music. In course of time he will have acquired certain standards from the fine lines he has memorized. These poems he will take as patterns by which he will judge all new reading materials. "Let me teach my boy the fine poems of his country and I care not who teaches its laws," the mother might well say to herself.

October, 1930



Bedtime stories can just as well come from the great poets as from the newspaper "funnies." Begin with the simplest, but remember, too, that always the "best poetry is only half understood." It is the sound that will catch little John's ear and tempt his tongue in repetition. If possible choose poems that can be acted out. John still loves to "Pat-a-cake! Pat-a-cake!" Sometimes it is possible to use a ballad refrain for a dialogue. "With a hey, down, down, and a dey!"

For John's waking hours try all the marching songs, and, as in the kindergarten, let him:

"Bring the comb and play upon it!
Marching, here we come!
Willie cocks his Highland bonnet,
Johnnie beats the drum."

While the boy may start off with "Mother Goose" and the "Child's Garden of Verse," his power may rapidly develop to an appreciation of sound and of marching time in the "Cavalier Tunes" of Browning. The boy will like the triple rhyme as he marches along with:

"Kentish Sir Byng stood for his King,
Bidding the crop-headed Parliament swing:
And, pressing a troop, unable to stoop
And see the rogues flourish and honest folks
droop,
Marched them along, fifty-score strong,
Great-hearted gentlemen, singing this song."

(Continued on page 122)



High-School Branch of a County Library

READING has wings today—literally wings in several counties where aeroplanes are carrying books to readers in isolated desert or mountain regions; figuratively, in the rest of the 220 counties where county libraries are using automobiles or parcel post, boats, dog sleds or pack horses to carry books to readers who would otherwise be without them.

In the horse-and-buggy era, books and libraries belonged naturally to the county seats and other cities. Fortunate were farms and ranches if a box of books came once a year by freight from the far-away state traveling library headquarters. But today books come easily and often over good roads from the county library.

The book-in-search-of-a-reader is by no means new. In the city of Los Angeles, for example, readers need not all go to one library building (beautiful as that is) in the heart of the city. Instead, branch libraries are scattered over the large city area, with smaller agencies as needed, approaching the ideal of books within easy walking distance of everyone, with a delivery service that makes any book in the system available to a serious reader at any service agency. Now good roads have made it just as logical and almost as easy for the people of Los Angeles County to have a far-flung library system of branches, stations, and service agencies of all kinds.

The moving book, symbolized by the

The County Wings to

BY JULIA WRIGHT MERRILL



Julia Wright Merrill

bookmobile, has caught the imagination of rural leaders. For books are a necessity today in country as in city. Modern teaching methods require plenty of books in the one-room and consolidated schools as well as in city schools. Boys' and girls' clubs, Future Farmers of America, Farm Bureau and Grange, parent-teacher associations and women's clubs need books for their education programs. Progressive farm journals are promoting book clubs. Love of books and interest in continuing education are not bounded by city limits. Possibly book appreciation is even greater where city distractions are lacking.

Rural public library service is then a natural development. The county unit seems equally natural to the country people who take for granted a county superintendent of schools, a county agricultural agent and home demonstrator, a county nurse, a county farm bureau. Only by pooling their resources and uniting their effort

October, 1930

Library Gives Books



over a large area can country people have these collective services. The county is the governmental unit, large enough for effective and economical service, small enough for good personal service. It is a particularly strong unit in the rural South and West.



Village Branch of a County Library

Taking Books to the People

THE county library is a public library system for the entire county. It takes its service to the people wherever they live. The headquarters library, usually at the county seat, is, of course, open to the country people, and used by them when they come to the city. It is supplemented, however, by branch libraries in all rural schools, by service stations in crossroads stores, post offices, filling stations, community houses, or farm bureau centers, and by branch libraries or reading rooms in the larger villages.

A book automobile, a library on wheels, often fills in the gaps, with community or house-to-house stops, and helps in changing the collections and keeping the books fresh. Any book, anywhere in the system, is available for the reader, and telephone and parcel post are used to get it to him quickly. A skilled and capable county librarian circulates with the books, learns the reading needs and the interests of the whole county, works with the county superintendent, the county agent and home demonstrator, and with county organization of all kinds.

It is a library of the county people, by the county people, for the county people. It is established by action of the county authorities or by popular vote. It is supported by a county appropriation or tax levy. It is under the direction of the county supervisors, or of a county library board serving without pay, which appoints the county librar-

ian or makes a contract with a well-equipped public library at the county seat to carry on county-wide service.

Villagers, as well as people in the open country, have much to gain from a county library system. It is becoming increasingly difficult for a very small library to buy enough new books to keep its collection alive, and to secure the services of a well-informed librarian with even a minimum of library school training. A village branch of a county library has a share of a large book stock and the services of a skilled librarian. Cataloging and other technical processes are centralized and the local librarian is relieved of such work, and brought in to the headquarters' library for simple training and book discussions.

The plan is extremely flexible. Two or more counties may combine to make one strong unit as has been done successfully in California. A city library may be made the headquarters of the new system, or may be left out of it entirely (and the city left out of the tax levy), or may keep its organization but receive additional services from the larger system. Where trade zones or community interests cut across county library boundaries, informal arrangements are made for exchange of service. Rural schools may merge their collections completely with the county library (turning over their school library funds, if any) and contract for branch service, as is usually done in

California, or they may continue to buy reference tools and use county library service for circulating material.

What Does It Cost?

A FREQUENT question is, "What will it cost us?" That ought to be answered after a study of the particular county concerned—its existing library facilities, its topography, number of schools, etc. Many well-established county library systems have an annual appropriation averaging \$1 per person in the service area. Most counties have made a smaller beginning—possibly 50 cents per capita. A minimum budget should cover an experienced librarian, transportation, and enough well-selected books to make a real impression on the county. It need not cover expensive headquarters; work can be carried on from the library building in the county seat, from a room in the court house, or from rented quarters.

The county library plan, with variation in details, has proved its adaptability to different sections of the country—to California and New Jersey, to Minnesota and Louisiana, and to many states in between. Arizona and indeed all but five states (outside thickly settled New England with its town unit) have passed laws permitting counties to provide library service. Each county must make its own decision, however, as Maricopa County has already done.

How did leaders in 46 California counties (out of a total of 58) and in 10 New Jersey counties (out of 21) succeed in overcoming the obstacles of indifference and conservatism that every new movement must meet?

First of all, the state gave active help, through a state library field agent who came on request to a county to help with the publicity necessary. Just as the state promotes schools through a department of education, and health through a health department, so all but a very few states now have a state library extension agency to advise and help counties, communities, and schools, in their library problems.

Cooperating Agencies

ORGANIZED backing of the rural educational and social agencies is always a strong factor. Following national endorsement, such state organizations as the Grange, the Home and Community Department of the Farm Bureau, the Federation of Women's Clubs, and the National Congress of Parents and Teachers have not only endorsed the plan but worked actively to spread the news over the state, and to establish the service in individual counties. In some states they have united their efforts in a Citizens' Library Movement.

Demonstrations have been made with private funds. Foundations and individuals



A Rural Story Hour

have matched county appropriations in key counties for the first few years, while the service was developing. State governments have made state grants to stimulate establishment, or annually to equalize financial burden and educational opportunity over the state. If and when surface rights to federal public lands in the western states are turned over to the state to administer, a share of the income might well be set aside to promote educational development through county libraries. The financing of a new undertaking offers problems.

Not only rural leaders but all good citizens can share in the county library movement. As to its importance, let the Governor of North Carolina speak:

"I regard the Citizens' Library Movement . . . to provide a good county-wide library service for every county, as one of the most profoundly important and far-reaching developments in public edu-



County Library Books in a Store

cation in this state since the introduction of the compulsory school law."—*Address given at Annual Meeting of American Library Association.*

THE great thing that parent-teacher associations can do is to get a large and comprehensive idea of what a library can do for a community. Always the idea has been so small and cramped. What the libraries in this country need most is not simply financial support; they need intelligent understanding from the public. For the library has a program, a large one, as large as the subjects that interest mankind—so large that it covers all classes and ages of people; a program for usefulness which we ourselves are just beginning to comprehend. But we know, when we stop to think of it, that, however eager we are, we cannot put our program across without the understanding help of the public, and especially of such groups as the parent-teacher associations which are avowedly interested in education.—GRATIA COUNTRYMAN IN CHILDREN'S LIBRARY YEAR BOOK.

The real business of life begins with the first kick and squawk and waving of the arm of the infant. The real business of life is living, at every age from birth to death, and it is not confined to the performance of the functions of the adult citizen. —*Clark Hetherington.*

Character—that power in man which enables him to see what is good in experience and what is bad in experience; that power in man which enables him to link himself with the great past and make himself responsible for the future. Character, that power in man which organizes his life so that the passing moment presents itself to him not as something that is to be seized for its own sake and when done with forgotten, but simply an incident in eternity, something that is going to yield fruit in eternity, never going to be lost, never left behind. Character, which enables man to see himself, not as a reckless or irresponsible individual, but as one of humanity, as a thought of God, maturing as the ages go until his humanity becomes divinity itself.—*J. Ramsay MacDonald.*

Some Adventures of the Fink Family

BY GARRY CLEVELAND MYERS

I

"I T's drip, drip, drip. This bloomin' faucet won't stay fixed. I wish there never were such things as faucets," growled Father Fink as he began to shave. Morning after morning, week after week that faucet had annoyed him, but it was not convenient at such moments to repair it.

"Time to get up, Philip; time to get up, Phyllis."

Dad went on with his toilet. Suddenly he uttered something which he hoped the children had not heard. He mopped the blood from his face, as it stubbornly kept seeping from the little cut.

A new annoyance arose.

"Give me my shoe."

"I'll give it to you when you give me my stocking."

"There, take the old thing," said Phyllis Fink as she threw Phil's stocking at him.

"Children, you will waken the baby," called Mother quietly from downstairs.

Out through the bathroom door rushed Father Fink to exhort the children with voice unsubdued. The children answered not a word; they knew it was not safe.

"Let Dad go on," Phil said to himself, as he exchanged looks with Phyllis which she understood.

Mother Fink had tiptoed up the stairs. "Father, dear, not so loud. You will waken Phœbe."

"I have just been quieting these children. I don't see why they must be forever quarreling. The neighbors will think they are savages."

"Now speed up, Phil; hurry Phyllis. You'll be late for school."

Back to the kitchen Mother went and Father followed and the quarrel upstairs was renewed.

"You did."

"I didn't."

"You did."

"I did not!"

"Children!" shouted Father Fink.

"Now see what you have done; I told you that you would waken Phœbe," Mother said, as she trudged up the steps.

"Dad, stir the oatmeal and see that it does not burn," she called to him.

"Mom, there is a hole in my stocking," called Phyllis.

"And a button off my pants," added Phil.

Finally all are sitting around the breakfast board except Phœbe, who in her nightie is playing with her "choo choo."

"I don't want my oatmeal," grumbled Phil.

"And I don't like this egg," whined Phyllis.

"Drink your milk, children."

"I don't want it," they replied in concert.

"You must have a good breakfast before going to school. Why don't you eat your bacon, Phil?"

"Dear, dear, these children do not eat enough to keep a cat alive," Mother Fink observed. "I wonder if other parents have such a time to make their children eat?"

"If you don't eat more at breakfast, Phyllis, you will get like your Aunt Beckey. You know what happened to her. And if Phil wants to be strong and big like Dad he will have to eat more."

"I don't want to be like Dad," answered Phil. Phyllis thought, just to herself, "I wish I were dead, too. Then I wouldn't have to eat the oatmeal, drink the old milk, eat the horrid bacon and eggs. When I get big I won't eat such stuff."

By and by when Dad and Mother were not looking Phil slipped from his chair and soon was on his stomach over the funnies.

"Here, Philip Fink, you did not finish

your breakfast," Father Fink observed.

"I had all I wanted, Dad."

"But you didn't have enough."

"Yes, I did."

"You know very well you didn't, Phily," Mother said.

"We'll let you go this time," added Father with finality, "but tomorrow morning, mind!"

"Phyllis grabbed away my funnies!"

"That's mine."

"No, it's mine."

"Now children!" said the patient mother. "Please get along nicely."

"Time to go!" said Father Fink as he jumped up and rushed for his coat.

"This has been an awful morning! We are going to find some way that we can live in peace. I don't see why you all can't keep calm so a body could go off to work without all this worry and confusion. Mother, see if you can't work this matter out some way."

Off he went, and as he hurried to the car he mused: "Mother is too easy with these kids; but if I tell her so she won't like it. She should take my criticism better. Before we were married we both agreed to tell the other his faults. Now when I tell Mother hers she seems hurt. She just does not understand me. I wish she could see things as I see them."

After lunch Mr. Fink glanced through the newspaper and his eyes fell on an article by a child expert. Among the things he read his eye caught these sentences: "Teach obedience." "Don't do too much for the children." "Let children learn early to have regard for the rights of others."

"Great! The very thing I have always preached to Mother. I'll take this home for her to read. This evening when the kids have gone to bed and we are all alone I'll hand her this and say, 'Read it, Mother. Just the thing I've been telling you.'"

Meanwhile at home confusion still reigned supreme.

"Now hurry up, children," said Mother Fink. "Get your teeth brushed, Phil, while I wash up your sister."

"Ouch! Not so rough! That hurts!"

"Just a minute, Phyllis. You must not

go to school unwashed. What would Miss Morningstar think of me as a mother if you came to school with dirty neck and ears?"

Now comes Phil's turn, and his usual yells rend the air. Above the din another voice is heard.

"Run down, Phyllis, and see what has happened to Phœbe," Mother entreats.

Phœbe had climbed upon a chair to get something from the breakfast table, for by this time the little thing was hungry. As she was getting down she upset the pitcher of milk and spilled the contents over her head. Of course she was frightened.

"Come here quick," shouted Phyllis, and Mother Fink rushed down the stairs, two steps at a time.

Philip followed with ears and face and neck all afoam. As Mother mopped up Phœbe, Phil kept asking her to hurry. It never had occurred to him that he could wash himself. Impatiently he waited for his mother to complete his toilet, with his voice in tune for lusty yells whenever she resumed operations.

"Where's my reader?" came from Phyllis. "And my pencil. Phil, did you have my pencil?"

"No!"

Mother found it for her.

At last Phil was looking for his cap. To the surprise, even of himself, he found it almost instantly. But the paper on which he had done his arithmetic—where was it? He rushed about, pulling down books, lifting up papers and magazines. Mother helped him search, Phyllis helped. Even little Phœbe did her best. When the boy was about to go off without it, Phœbe said, "Look, see what Phœbe did." She had been scribbling all over his home work with her crayons. Phil raged and was about to strike his baby sister when Mother intervened.

"Phœbe hungy, Phœbe beckfast."

"Just a minute, dearie," answered Mother.

Phyllis, crying, since she was sure she would be late and that Miss Morningstar would scold, started on her way to school at last, followed by brother Phil madly bawling about his marred home work.

"Goodbye," said Mother Fink as tenderly as she was able, with her voice and body all aquiver.

By this time Phœbe had forgotten her hunger, for she had found a feather and was blowing it about and catching it.

As Mother Fink closed the door she sighed and murmured half aloud, "There! Off for another day!" And back to the cot she slowly went to rest and to regain her strength. Still she could hear Phil yell as she scoured his neck, she could hear him bawl about the paper, she could see him running back and forth looking for it. The sobs of Phyllis she could also hear. And then as she thought of Dad going off all out of sorts she remembered that he had shown no endearments when he left.

"Hungry, hungry," came from Phœbe, and again her mother's thoughts were turned to her. When Phœbe got her orange juice she smacked her lips with, "Good." She ate her cereal, drank her milk, and with a well-filled stomach smiled, jabbering away at her toys, at peace with herself and all the world.

As Mother Fink went about her morning work there kept running through her mind the early morning scene. "It's like this almost every morning. Must it always be so? I wonder how many other homes have such a time.

"I wish Dad did not get out of fix so easily. I wish he would not yell at the children as he does. Maybe I'm not the wife he should have had. Maybe I'm not fit to be the mother of his children.

"Anyway, I wish Dad were different. He does not seem to understand me and I don't believe he understands the children.

He's too gruff with them. I wish he would read what I saw in that magazine. Now, what was it? I know, it was the CHILD WELFARE MAGAZINE. I'm going to ask him to read it. Maybe he won't. I'll try it anyway. How things have changed. In our early sweetheart days he used to tell me that he wanted me to help him by pointing out his faults. Now, when I do so, he grows angry with me or is at least displeased."

In the afternoon when Phœbe was taking her nap Mother Fink sat down to read. She found that magazine.

"There it is! 'Keep the voice soft and low! Never let yourself get angry at the children.' I guess I shall have a hard time with myself in these matters. 'Try to understand the children.'

"Here is just the thing for Dad. When the children are in bed tonight and we are alone, I'm going to ask Dad to read this article. Just what he needs."

The longed-for quiet time arrived.

"I found something in the paper today I want to show you, Mother," as he started off to find it.

"And while you're getting that I'll get the magazine which has something in it I want you to see."

Suddenly there was a bump and then a shrieking cry.

"Little Phœbe!" shouted Father Fink.

"Phœbe! Phœbe!" joined Mother Fink as she scooted after Father Fink upstairs. Fido (not Fink) howled outside.

"P-o-o-r l-i-t-t-l-e P-h-æ-b-e. Let us hope she is not badly hurt," said Dad with his "Goodnight."

(To be continued)



"Off for Another Day"

What Price Dessert!

By JULE E. SCHULTZ



SURELY there is nobody in the world who would not have all children started on the road to physical and mental well-being, but there are so many factors to be considered that parents and nurses do not know where to begin. The three fundamental habits of eating, sleeping, and elimination are so directly connected with the organic well-being of the child that to start with one of these seems logical and to the point.

A Child's Food Requirements

THE child's food is a matter of great importance not only in early youth, but during his entire life, for growth and development depend largely upon proper selection. Food may cause the child to be bright, active, and vigorous, or indolent, dull, and sluggish. Food elements and the percentage of each element required are the same for children as for adults, but on account of growth, children require a greater amount of food in proportion to their weight. At one year of age an infant requires twice as many calories per kilo of body weight as an adult. At twelve years of age the food requirement is estimated as twenty-five per cent greater in proportion to weight, than for adults. The different food elements must be in the right proportion and in the right form, so that the delicate digestive system of the child can assimilate them. Excesses of the different elements are not so easily taken care of in childhood as in later life. A good diet is one that is properly balanced with carbohydrate, fat, protein, minerals, vitamins, and bulk.

October, 1930

A Mistaken Notion

MANY mothers complain that there are certain articles of diet which their child will not take; that he will not eat vegetables, or fat, or milk puddings, or that he will not drink milk. These mothers usually believe that these peculiarities of taste correspond with idiosyncrasies of digestion, and that their children naturally refuse what would do them harm; but such is not the case. Almost invariably such reactions are due to faulty management. In many cases of malnutrition or physical inferiority it is impossible to decide whether the cause lies in faulty diet, or in a bad psychic attitude toward food, or in an unfortunate medical history.

Refusal of food and an apparent loss of desire for food are common tricks of childhood. The descriptions by the mothers of children who refuse to eat are strikingly alike. Such conduct is a manifestation of child nervousness which should be terminated as soon as the situation is understood by parent or nurse. Even in earliest infancy children have a way of expressing their nervous inheritance by the repugnance they show to even trifling changes in the taste or consistency of their food. In these children especially, because of their nervous instability, too much stress cannot be put on the urgency of cultivating a normal appetite for wholesome food. Psychiatrists have come to realize that in many cases of psychic abnormality among adults the foundation was laid during childhood. If the psychiatrist could have directed the mental life of the patient during early years, he might have succeeded in removing such untoward influences.

One of the ruling passions of the normal child is the constant desire to make his environment revolve about himself. If too much is made of any one action of the child,

a strong impression is made on his mind. Parents should be careful to hide from children the anxiety and distress that their conduct occasions. Children should not be directed or urged too much. This may cause them to develop varying degrees of negativism, or the natural inclination to say "No" to everything. The minds of all small children tend to work in a groove and to return to the same situation again and again. If they hear their mothers speak of their actions as being peculiar, they are apt to think that they are unusual children who arouse considerable interest in the minds of grown-ups. If these ideas become fixed they may persist for a lifetime.

Why Does the Child Fuss?

ABSENCE of appetite, persistent refusal of food, or excessive emotional display, at whatever age, are indications of nervous overstrain or a mind not at rest. The experiments of Pavlov, the noted Russian physiologist, have explained the dependence of digestion on the mental state and the importance of a placid mind to good digestion. The elements of nervous overstrain in children do not lie in the common activities of washing, dressing, undressing, eating, sleeping or playing, but in the personalities or conduct of parents or nurse. Their words, actions, thoughts, the tone of their voices, are the disturbing elements. The particular manifestation of child nervousness in refusing food can be terminated whenever those in charge have sufficient understanding of the situation to make wise and definite decisions about their actions and attitude, and adhere firmly to them.

Practical Advice

THE child should be allowed to eat, or go without eating, without so much as a word from his elders.

Serve the food without comment and require thirty minutes' attendance at table whether or not food is taken.

Serve small portions, and if all articles are well taken, a second portion.

Dessert must not be served unless all previous servings are taken.

A mid-morning and mid-afternoon lunch of fruit, or milk and graham crackers should be offered if the child has a good appetite, or is under weight.

Certain articles of food are taboo: Sweets, pies, rich cakes, and hot breads.

The foods which should be given are:

1. Milk, butter and vegetable oils. One quart of milk a day, preferably certified, but if that is not possible, pasteurized milk may be used. Butter should be given sparingly. Vegetable oils, as olive oil, cotton seed oil, or corn oil should be used in salad dressings.

2. Cooked cereals daily; farina, oatmeal, wheatena, cream of wheat, cracked wheat, rice, hominy grits, or corn meal mush. The cereal should be served preferably with milk only, but a small amount of brown sugar, maple syrup, honey, or maltose may be used as sweetening. Maltose is beneficial in softening the stools.

3. Soups. Light soups free from fat and containing green vegetables are best. A favorite, which is also a sustaining meal, is lentil soup, with a few small sausage balls added.

4. Fresh vegetables of all kinds. The leafy vegetables are most beneficial: lettuce, water cress, spinach, beet-tops, cabbage, broccoli, brussels sprouts, artichokes, and celery leaves. The roots, white and sweet potatoes, turnips, kohlrabi, celery root, carrots, and parsnips are best prepared by scrubbing thoroughly (not peeling), cooking in little or no water, and seasoning with butter or white sauce. This preparation



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"What's for Dessert?"

enhances the flavor and the vegetables retain their valuable mineral salts.

Some raw vegetables should be given each day, such as tomatoes, cabbage, celery, radishes, lettuce, water cress, or carrots. A popular salad with children is made by dressing cabbage and seedless raisins with mayonnaise. Another favorite is lettuce with peanut butter dressing. Carrots are enjoyed when cut in rather long narrow pieces and crisped in cold water. A good rule to follow is to serve one leafy and one root vegetable at the noon and the evening meal. Rice, spaghetti, or macaroni may be substituted for potatoes.

5. Fruits without sugar, oranges, grapefruit, lemons (in making salad dressings), apples, pears, bananas; peaches, cherries, and berries only if they are sweet enough to be eaten without sugar. Figs, dates, and washed seedless raisins are a favorite dessert. Stewed figs, prunes, and apples give variety.

6. Breads: zweibach, rye krisp, whole wheat, graham, rye, or corn bread, twenty-four hours old or toasted.

7. Meat and eggs. Meat should be served three or four times a week, preferably chicken, liver, or bacon; salmon once a week; an egg once a day, coddled, soft boiled, poached, scrambled or in an omelet.

8. Simple desserts: apple, tapioca, corn-

starch, or chocolate puddings, gelatin, ice cream, plain cookies and cakes. Gingerbread men are a delight.

When children are started according to these rules the whole matter of proper feeding is very simple, and they are kept free from nutritional defects. If, however, the child has been started with wrong food habits, these can be corrected by persistent effort in following the rules.

The child's love of dessert can be used as a means of encouraging him to eat wholesome food. When certain articles are found to be unpopular they should be introduced in some other form. Since it is so very important that children shall have a well balanced and well selected diet, it is most important that they eat what is prescribed, rather than only those articles of food that please them. To see the results of the application of these rules is a most gratifying experience. A child who understands that he will have to eat the vitalizing vegetables before him in order to be served a dessert, will do so even though it is a considerable effort for him to cultivate an appetite for all foods after bad food habits have been formed.

The result in healthy, happy, active children is reward enough for persistent effort toward establishing a normal appetite for wholesome food.



Significance of Teaching in This Generation

BY EULA F. HUNTER

THE scientist has two major instruments which he uses as aids to his eyes. They are the microscope and the telescope. With one he is able to see the smallest visible particle of matter as it performs its function in its little world. With the other he can sweep the heavens, count the mountain ranges on the moon, and bring Saturn almost to the roof of his observatory.

We teachers make ample use of our microscope. We study in detail everything from the problem method of teaching down to a kindergarten child's nervous reaction to a red chair. This is well, for the progress of our profession depends upon it. But we need to look occasionally with the telescope, see the size and significance of the task which engages us, and properly evaluate it in this twentieth century of change and advancement.

Sometimes we grow discouraged, do we not? It is the same thing over and over, day after day, and year after year. Our work is the constant round of a mill horse. We teach all day, grade papers at night, and do a little extension work on the side—or rather on the run. Thousands of us are making this round. We are teaching reading, mathematics, chemistry, geography, and French, and we draw our pay—and spend it.

The Main Task

ALL this is incidental to the main task. It is indeed on the side. We are teaching children, the most fascinating work in the world. It was my privilege last November to travel through the North and East and then to journey down to Dixie, the Sunny Southland with its gorgeous autumn landscapes. I beheld riotous foliage as it had changed from the rich red hues of the first

cold days to sombre brown ere leaves had fallen. Then I saw the trees from which all of the leaves were gone. The amazing thing was that no two leaves were alike, and no two had ever been alike since they came into being one warm balmy day last spring. What a resourceful father is the Father of nature. And no two children are alike, neither have they been nor ever shall be. All respond in different ways to the problems we bring. Each is a being that is new, individual, never seen before on land or sea. This is the material we handle. Fascinating indeed our work should be!

We should realize that these children are not only interesting, but valuable. The Great Teacher once said that one life was worth more than all the treasures of earth. We have, possibly, taken that statement as an exaggeration, but it is the true estimate of life. If we were handling gold we should be under bond. If we were cutting diamonds we should be watched. These young people are far more valuable than diamonds or gold.

But our business is to teach, to train. For what are we training them—that they may be mothers and cooks and stenographers and clerks, bankers and lawyers and farmers and presidents? Yes, this training is necessary but we also want them to become useful people. It is not enough now to become a citizen of any one state. They must become a part of a great nation in which every person has both responsibility and opportunity. But that is only a beginning, for the world has become a community. Our daily press gives the happenings from every land no matter how remote. Mr. Einstein can speak into a telephone in Berlin and by means of the radio he can be heard in every hamlet in America. It is this fact that

gives our profession its large significance. We must think in terms of the world and its affairs and must train others to do the same. In fact it is our privilege to train the first generation of people who must arrange their lives on a world scale.

We are reminded daily of the recent war. The world is indeed a community when ninety per cent of its people can become embroiled in one war. We must continually look at that war. It cost two hundred million dollars a day, but that fact is insignificant compared to the cost in human lives of thirteen million men, and millions of others maimed and wounded. And what was accomplished? *Nothing*, unless it brings to us world peace.

Teaching World Peace

NO soldier knew what had caused the war, but every soldier felt that in some way he was fighting to end war. The generation which witnessed that conflict has done well in its work for peace. It has given us a League of Nations, arbitration treaties, and a Kellogg Peace Pact. But these cannot maintain peace unless we change the thinking of the coming generation. Children are playing at war as youngsters always have done. We are dealing largely today in our public schools with children who do not even remember the war; with many who came into the world after the great conflict. We must help them to appreciate its tragedy and resolve that it shall never be again. If the world is saved from another such catastrophe it will be because you and I teach young children that joy and justice, power, prosperity and peace go forward together.

This is the most significant period in a thousand years to be a teacher of children. World peace depends upon what the next generation does, and in its day education must be made available for

every youth. Only in this way can the world be made safe for democratic government. The quality of the government depends upon the character of the people. You and I can make it what we wish. We well know that people must be trained not only in literature and in mechanical skills, but also in social righteousness and civic responsibility. We must teach children that our country has undertaken temperance reform on a great scale and that the world is envious of the prosperity that has resulted.

For this work we have at hand the proper tools for our trade—railroads and highways, making travel possible for everyone; moving pictures, showing the market places of the world; and the radio speaking to us from every corner of the globe. It is indeed a high privilege to be teaching in this day when so many things are being done.

But the path before us is not easy. It is a difficult one. There is no royal road to democracy, popular education, prohibition, or peace. For—

"Who wins success must look for it,
Not under sunny skies within his easy reach;
Who wins success must falter not nor shirk,
The only road that leads to it is work."

This is a truth which we must burn deep into the minds of the growing generation. After all it matters not so much whether we have the most nearly correct method of teaching this or that fact.

The future of our country and of the world will not be determined thereby. But it will be determined by the attitude which people have toward peace, virtue, honesty, work, home, and religion. With the mental telescope we can look back across the ages and see that the man whom the world loves and honors is not he who sought ease or power, but he who loved and served.

I have heard somewhere a story which I love. It is really a picture, a picture of the Roman Empire in the days of



The New Era

(Continued on page 120)

Training Our Children

Mrs. Sidonie Matsner Gruenberg, of the Child Study Association of America, writes the second article in the series of eight contributed by Dr. Ada Hart Arlitt on the general topic: *Training Our Children*. Other topics to follow are: *The Place of Rewards and Discipline in Training*; *Training in Emotional Control*; *Developing Initiative and Responsibility*; *Money and Thrift*; *Relating Home and School Habits*; *Why Children Differ*.—EDITOR.

What is Willing Obedience?

BY SIDONIE MATSNER GRUENBERG

“Do you believe in letting children have freedom?” The inquirer is an earnest mother who is sorely puzzled by the snatches she has caught of the newer psychology and by what she has heard of the waywardness of the rising generation. She is undecided as to what attitude she should assume toward her own little children. “Don’t you believe in discipline?”

Questions like these are not easy to answer explicitly. To say that one “believes in freedom” might be understood to mean that one approves of letting children have their own way in everything; and that would certainly not be wise or reasonable. On the other hand, to say that one “believes in discipline” might imply an approval of the restraint and coercion and strict regimen that so often pass under the name of discipline; and that one would be equally unwilling to approve.

The notion of freedom is confusing because the word has a multiplicity of meanings. Since our traditional means of guidance have always included restraints and compulsions, since these have always been more or less disagreeable to the child, and since the older child has always chafed against such discipline and sought to escape its rigors, freedom has come to mean to the older children—and to most adults also—the glorious state of being allowed to go along without control by others. The feeling expressed in the words, when expressed at all, “Let me alone,” is as far as most of us have traveled in our dream of freedom. Such freedom as this appears to us to be

something dangerous and undesirable for children.

In the same way discipline has always meant the repression or stifling of various impulses and desires that lead the child to do things which those in authority do not wish him to do. In this type of discipline the chief verbal expression is the word of command: “Don’t!” And the chief means for securing obedience is some form of punishment. The theory underlying such punishment is that the disagreeable feelings which are made to follow the forbidden act will teach the child to avoid a repetition in the future.

The Newer Ideas

THIS idea of discipline is gradually coming to be superseded. After all, we do not really intend to make of obedience an absolute principle to control the conduct of men and women, always and everywhere. For past generations it was a comparatively simple matter to insist on implicit obedience from earliest childhood and throughout adolescence, for continuous obedience to authority was the normal lot of most people. But the old régime under which adults carried themselves reverently in the presence of superior authority—the constable or the foreman, the doctor or the minister—is gone. Today we have an idea that each individual is to be trained to independence and initiative, in order that he may live as a free personality among his peers.

If, then, the child is to be free, he must learn to use freedom; and the restraints

and coercions of the older disciplines seem out of tune with freedom. But even the most ardent advocate of freedom can scarcely wish to dispense with obedience altogether. Obedience has always been a very useful—in fact, an indispensable—instrument for guiding children through their early years. Not until a child has had a considerable amount of experience can he make his own choices and decisions. Meanwhile his father and mother are responsible for his safety and his sound development. In these early years obedience is necessary as a means of control. It is by saying, "Come here!" or "Don't touch that!" or "Watch your step!" that the adult guides the child. Then, as the child grows older, childish "obedience" is replaced by "conformity" to the demands and requirements of social living.

Granted, then, that obedience in children is desirable, how can it best be obtained? At first there is not much difficulty, since the very young child readily follows suggestions and has little initiative or preference of his own. He does as he is told, not because he has any instinctive willingness to "obey" but because on the whole the demands made upon him bring a certain pleasure in his dealings with those in charge, and because they do not interfere with his comfort or desires.

But as the child grows older he begins to assert his own desires in a more positive fashion, and by the time he has reached the age of two or three years the problem of obedience takes on a different aspect. For now the child has had experience with many things and has some purposes of his own which often conflict with those of the person in authority. "What is coming over Jimmie?" complains his mother. "He won't do a thing I tell him to any more. He's getting so self-willed." It is at this point that we begin to ask ourselves whether obedience may still be demanded, and if so, how.

Clear Thinking Necessary

THERE need be no conflict between freedom and discipline if we are clear in our own minds as to the objectives we seek

to attain. We may recognize fully that obedience is not a virtue to be cultivated for its own sake; and yet we may use it in leading the child to freedom. Similarly, we may conceive of freedom not as a negative condition, but rather as a positive achievement of the growing personality, to be attained through effort and intelligent guidance. Thus, while we want the child to have the benefits of our authority, we want him also to have opportunity to outgrow childish ideas of obedience. At some point in the course of his development we want him to discriminate in his obediences, in his submission to authority. We want him to begin to be critical, to choose his authorities, to decide for himself whom he will trust, whom he will follow, whom he will obey. It is here that parents often become confused and uncertain; and it is here that we need to clarify our thinking concerning principles of life and conduct in childhood.

Taking tea on the lawn one afternoon a mother noticed that the sugar had been forgotten, and she asked eight-year-old Billy to go to the pantry to get the sugar. "Why should I?" asked the boy, not defiantly, but rather academically, just to make conversation. His father, very much annoyed at this demand for "reasons" for any simple request, said sharply, "Get it because you are told to! I want sugar and you are to get it!" The boy went but flung over his shoulder a last defiance: "Oh, well, I'll get it—but I won't do it again." This attitude of rebellion still further irritated the father, so that by the time Billy returned with the sugar he refused to take it, saying, "I don't want it now!" This was a carefully considered attempt to humble the child with evidence of his father's displeasure. The result, however, was unexpected! "Then you lied to me!" said Billy hotly. "You said you wanted sugar and now you say you don't—so you lied!" And on this altogether unedifying note the matter rested—neither side having anything further to say, and neither having learned much as to values and relationships.

This is an instance of the confusion of old and new ways, without any clearly thought-out aim. An old-fashioned parent would

have demanded obedience in the first instance—obedience for its own sake. Being modern enough to let the child ask “why,” the next step was to help him grasp the difference between issues open to “reasoning” and occasions for prompt cooperation. One may be modern enough to encourage the child’s curiosity as to “reasons” without letting oneself be hoodwinked by an obvious stalling-device thinly disguised as a thirst for understanding.

Positive Side of Discipline

WE have been so accustomed to thinking of “discipline” in its negative aspects that we are apt to overlook its positive side. After all, the child learns by what he does and not by what he is prevented from doing. Our concern, therefore, must be with positive guidance that will contribute to his growth in power and in self-control. The child who, from his earliest years, has materials for play and problems of his own to solve, will acquire through his activities the very mastery and skill for the lack of which we often punish him. In the course of his play he normally learns that he cannot get the results he desires by moving his arms or fingers at random. He discovers that he cannot yield to every impulse of whim or temper without defeating his own purposes. That is to say, he learns, without being told, what movements to perform and what impulses to restrain. *Don’t* takes care of itself in his efforts to do.

Thus also may the child quickly come to know that his parents are more concerned with helping him to use his powers than with stopping or hindering him in his purposes. For example: a newspaper left lying within reach of a small child is certainly courting destruction. If we snatch it from baby’s hands, our look and our exclamation convey the definite impression that tearing papers is very naughty indeed. If, instead, we put today’s newspaper safely out of reach and hand the child yesterday’s or last week’s paper we say, in effect, “This you may tear.” He gets, by implication, an understanding that *tearing* is in itself a proper activity—and he will begin to discriminate between

those things that are and those that are not suitable for tearing. It is out of his confidence in us, in our intention not to thwart but rather to help *do*, that we build up his willing obedience to authority and his willing acceptance of necessary restrictions and limitations.

We know that the restraint that goes with holding a child firmly by the arm is irksome to the young spirit. Yet such restraint is necessary for his safety at street crossings or, at least, at certain street crossings. We need not wait until the child struggles for release, but rather, at the first occasion where restraint becomes unnecessary, use the opportunity to say: “Here no one need hold you. At this corner you can safely cross if you do so carefully and quickly.”

When John jumps boisterously up and down the stairs while Grandmother is trying to sleep, there is no question that he *has* to be promptly and effectively stopped. He will much more willingly obey this injunction, and future ones too, if he sees that we feel it is really too bad to *have* to stop him, and if, at the very first opportunity, we make it a point to say: “Now you may jump all you like—here no one will be disturbed by your jumping.”

This approach to discipline becomes, for the parent, a way of thinking—a way of living with children. It implies an understanding of the child’s needs and interests and a readiness to cooperate in helping him to achieve these with a minimum of friction. The child, on his part, comes to feel that his parents are whole-heartedly with him in his desire to try out his developing powers, and that the parental control is exercised only as mature judgment and discretion in guiding and helping him to achieve the best use of these.

Illogical Punishment

THOSE who believe in punishment as a necessary part of the child’s discipline will often point out how they corrected certain errors by its means. A mother boasted that she had punished Jane for carelessly upsetting an ink-bottle and that then the child had never “done it again.” But

how many children there are who, having upset an ink-bottle once, never repeated the act, and that without having been punished! The child who has been in friendly relationship with the other members of the household will realize the injury or the sorrow he has caused by spilling the ink, or by some other result of heedlessness on his part, and will resolve by himself to be more careful. It is not even necessary to say "Don't do that again" to him.

This new technique for handling children is harder to achieve than that based on the simple rule, "The child must obey." It requires more patience, more skill, more understanding. But it is better suited to modern ways of living. To make rules and enforce them takes a police department. To develop principles and administer them wisely takes statesmanship. Parents' problems are akin to those of the statesman rather than to those of the policeman. We can best guide our children to willing obedience, not by exacting compliance to a set of rules and regulations, but by an intelligent understanding of our children's needs and an attitude of cooperation and mutual helpfulness in the daily situations arising in the home.

QUESTIONS FOR DISCUSSION:

1. Is obedience, in itself, a desirable quality to inculcate in a child?
2. Can we demand unreasoning obedience of a child of two? Of a child of seven?
3. Why do we want children to be obedient?
4. Is there a difference between healthy, thoughtful obedience and unquestioning submission?
5. What are some of the causes of disobedience?
6. What can parents do to remove causes and reduce occasions for disobedience?
7. Is it unwarranted interference with children's freedom to expect them to be considerate of the adults in the household?
8. If we do not demand complete obedience of our children will they then grow up without respect for any authority?

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Coming in November

HOW PARENTS CAN USE REPORT
CARDS

Knut O. Broady

THE PRINCESS WHO COULD NOT BE
MERRY

(A CHRISTMAS PLAY)
Marion Holbrook

ADVENTURES OF THE FINK FAMILY

Garry Cleveland Myers

For Study Groups

DEVELOPING INITIATIVE AND
RESPONSIBILITY

Afton Smith

"CHARACTER TRAINING"

Germane and Germane

Grace E. Crum

Hot Lunches

HOT lunches for school children do not depend necessarily on thoroughly equipped and perfectly functioning home economics departments, the health department of Tennessee points out. It is remarkable what an ingenious, energetic teacher can do in the one-room rural school with a pot, a tablespoon, a pinch of salt and some water. Many teachers prepare nourishing soups, hot chocolate, beans and other uncomplicated hot dishes on top of the heating stove with gratifying results.

A plate of hot soup on the inside of a school boy makes a new person out of him for the rest of the day, the bulletin remarks. He is more alert mentally, less restless physically and more easily controlled. The cost need not be excessive, since many children can bring from home the simple ingredients necessary for the hot dish.

—Hygeia.



This Bus, at Independent School District 18, Gilbert, Minnesota, Seats 25 Besides Driver, and Has Package Rack on Top

The School Bus

BY MARIAN LAVERNE TELFORD

EACH school day nearly two million children are transported to school in buses provided especially for their use. Though the provision of adequate and proper transportation facilities for pupils is the direct responsibility of school trustees, the effectiveness with which this responsibility is discharged is of the utmost importance to the parents of the children involved. Individuals and groups have evidenced some interest in this problem in those sections of the country where large numbers of children are now being carried; yet even a casual survey of present practices shows a need for an intelligent and concentrated effort on the part of parents to understand, and sometimes to remedy, the conditions under which motor-driven and horse-drawn vehicles are operated. It must also be borne in mind that this particular problem is steadily increasing in importance. In many sections the development of good roads has hastened the construction of consolidated schools. Hence the number of children transported is increasing constantly and the need for an informed opinion on this whole subject becomes more and more evident.

A recent inquiry into equipment and methods brought to light the following major points which must be taken into consideration if safe transportation is to be provided: one, standards of safety (for passengers) in school bus design; two, qualifications of drivers; three, safe operating rules; four, powers of public officials to require proper design and operation.

School bus design will undoubtedly be influenced by the *Uniform Motor Bus Specifications Code* recently drafted by representatives of public regulatory bodies and motor vehicle organizations. This code contains the following rules relating to the safety and comfort of occupants of all buses. No particular consideration was given to school buses.

Rule 6—Ventilation—Buses to be approved for operation shall be constructed or equipped to afford adequate ventilation.

Rule 8—Service Door Specifications—Bus doors used or intended for a regular entrance and exit of passengers shall give a minimum clear opening of 24 inches; if such doors are non-folding units swung from hinges on one side, the same shall in all cases open outward; if such doors are double-hinged folding type they may open either inward or outward at the option of the owner.

Rule 9—Emergency Doors—Buses to be approved for operation must be equipped with at least one emergency door which shall open outward and conform to the following specifications:

- (a) It must be located at or near the rear end of the bus body.
- (b) It must give a minimum clearance of 18 inches.
- (c) Buses must be so constructed that no obstruction will prevent the passage of passengers through the emergency door.
- (d) It must be conspicuously marked on the inside, "Emergency Door."
- (e) It must give a minimum vertical clearance of 48 inches.
- (f) It must be provided with a fastening device that may be quickly released in case of emergency, but which shall be protected against accidental release.

Rule 20—Space for Passengers—In a city-type bus (meaning any bus carrying both seated and standing passengers) a lineal dimension of 16 inches will be used to determine the seating capacity of seats obviously designed to seat more than two passengers. (Note.—This is for general buses. School bus builders recommend 10 to 16 inches per child, depending on age.)

Rule 21—Aisle Space—City-type buses (see above) must be so constructed that a radius 14 inches long from the center of the aisle end of any seat shall encounter no obstructing part of the seat or seats on the opposite side of the aisle. Parlor cars must be constructed to fulfil the requirements of this rule with a 9-inch radius.

Rule 22—Knee Room—Buses to be approved for operation shall have a minimum clearance between the front of the back cushion and the nearest forward obstruction of 24 inches at the seat line. (Note.—This figure also is for general buses used by adults; for children the distance may be smaller.)

Three of these six rules deserve particular attention in the case of school buses, i. e., Rule 6, ventilation; Rule 9, emergency doors, and Rule 20, space for passengers. Each of these is obviously necessary and, in the opinion of the National Safety Council, should be observed to the letter except as to seat width for small children. There are many school buses now in use which fulfil the requirements of the *Uniform Bus Specifications Code*. There are many which do not do so. Chief among the latter group are those "home-made" bodies constructed and operated in the interest of economy.

October, 1930

Danger of Overcrowding

PERHAPS overcrowding is the most serious single hazard of school buses today. In many cases children of the lower elementary as well as of the senior high school grades are so closely corraled together that there is possibility of a moral as well as a physical hazard. Sometimes overcrowding is an inevitable result of the all too common tendency to judge a school transportation system exclusively by what it costs. Sometimes drivers are indirectly responsible for the crowded conditions in the buses which they operate. In North Carolina, for example, the law requires local school trustees to provide transportation only for those children living more than two and one-half miles from the school building. Hence local trustees determine the number of buses or



No Crowding of Driver in This Roomy Bus

bus trips needed, with the understanding that only those children outside the two and one-half mile zone need be considered. But some bus drivers cannot resist giving a lift to children walking along the highway a mile or two from school even though these children were not counted when the required bus service was determined. Overcrowding may seriously hamper the driver and obstruct his vision. Obviously it is essential that a driver's view in all four directions be clear. This point is not covered in the above code, perhaps because it is already given adequate consideration by all the responsible bus manufacturers.

Several state laws and regulations now require that buses be safe and comfortable. Some also require suitable protection against stormy weather, heating arrangements, and windows in each side as well as front and rear.

Age of Drivers

THE Uniform Motor Vehicle Code recommended to all states by the National Conference on Street and Highway Safety requires that school bus drivers shall be at least 18 years of age. This age limit is imposed by law in Arkansas, California, Indiana, New Mexico, and Rhode Island. In Arizona, New York, Pennsylvania, and Virginia the age limit is 21 and in North Carolina 16. It has not been definitely established that the age limit for bus drivers need be high. Student drivers are ordinarily paid \$10 to \$15 per month, adult drivers from \$50 to \$70. It is frequently argued that for such wages a school district can employ students who are more competent than adults. In addition, some school officials argue, closer supervision is possible over student than over adult drivers. Information now available shows that the great need is for additional buses, thereby reducing overcrowding, rather than for older drivers at higher wages. Several laws require that school bus drivers must be of good moral character, others that they are physically fit.

Operating Rules

THE Uniform Vehicle Code does not require any vehicle to stop at all grade crossings though it does require all vehicles to stop at crossings marked by state authorities and to stop at any crossing if a signal gives notice of the immediate approach of a train or car. The following states require school buses to stop at all grade crossings: Delaware, Indiana, Iowa, Michigan, Mississippi, New Mexico, New York, Ohio, Pennsylvania, South Carolina, Utah, West Virginia, and Wyoming. In addition, Indiana and Michigan require that when a bus comes to a stop at a grade crossing, an older pupil shall get out, go to the crossing, look both ways, and signal the driver when

it is safe to cross. This is done in an attempt to prevent accidents after a bus has stopped at a crossing and then started up again, during a storm or under other conditions when visibility is poor. However, this procedure should not relieve the driver of his responsibility. In Virginia school buses are not allowed to travel more than thirty miles per hour. Ohio requires such vehicles to load and unload at the extreme right side of the road. Both Ohio and North Carolina require other vehicles to stop behind a school bus which is loading or unloading. Many children have been killed after they have stepped from buses and run around them into the highway, in the paths of approaching automobiles. Where all motorists are required to stop for loading buses, such buses should be clearly marked. Some states require drivers to remain in buses as long as engines are running, a step or steps for entering, fire extinguishers, heat by some source other than stoves, and children to keep arms and heads inside of bus. Bus contracts are frequently subject to approval by the state department of public instruction.

State School Department Should Regulate Buses

IT is somewhat difficult to generalize in connection with the fourth point. On the whole, the only control over unsatisfactory conditions lies in the state department of public instruction. This department in the states of Delaware, Iowa, Michigan, New York, Pennsylvania, West Virginia, and Minnesota has adopted and does administer specific regulations. The same is done by county superintendents in California and in some counties in Tennessee. The state bodies which have authority over all common carriers may not be able to make special regulations for school buses as distinguished from other passenger buses. This task should be given to the state school department, which should be empowered by law to make reasonable regulations for the construction, equipment, and operation of school buses and to approve all contracts for school bus operation.

Understanding the Adolescent

BY ESTHER L. RICHARDS

"Parental selfishness masquerading under the guise of parental love has forever separated child and parents."

I SUPPOSE most parents and teachers of the adolescent regard themselves as reasonable candidates for martyrdom. Twelve and thirteen years is the beginning of that period in the life of every boy and girl when home does not satisfy, parents do not understand, teachers are unintelligent bullies, and the adolescent demands the right to live his own life. It is a very trying time for everybody. Father and mother find that John seems suddenly to be entirely different from the boy he always used to be. He swaggers around, answers back when criticized, neglects his work in school, wants to stay out at night, juggles shockingly with the truth, and not infrequently takes money that does not belong to him. Mary becomes an equally trying person. She acts silly and trifling, forgets to do her share of the housework, shows signs of "boy craziness," adopts the ideals and manners of favorite film stars, wants to buy ridiculous clothes, spends a great deal of time in her room before the mirror making herself into a hideous caricature with rouge and lip stick. Father and mother hold family councils. How will they control these outrages against respectability? Have all their teachings been in vain?

The usual policy is to meet these adolescent strivings with a landslide of prohibitions. John is told that if the Bible is true he will never prosper; that honesty is the best policy; that he must keep on in school because he needs more education. Mary is told that she is breaking her father's heart, that mother has sacrificed her life to give

Mary and John advantages which they are throwing away. Friends and relatives are instructed to drop in as if by accident and reason with these young people. Such policies are bad. In the first place, they make John and Mary feel that they are martyrs, and martyrdom is a stiff breeze which fans the flame of any cause. In the second place, talking and arguing never do anybody a bit of good. In the third place, a parent who has to resort to dramatic scenes of self-pity as an incentive for satisfactory behavior in his child is in a very bad way with regard to parent-child relationships. How shall we go about management of adolescence intelligently?

First, we should aim to interpret its behavior rather than judge its conduct. Now this does not mean mollicoddling, but looking at each individual adolescent-parent issue squarely and unflinchingly. Because John and Mary are children and you are parents does not necessarily mean that your judgments and opinions are always better than theirs. They have a point of view just as worth considering as yours. Let me illustrate. Jerry is a lad of fourteen years, brought to the clinic by his mother because he is "nervous." She states that he has never been a strong child, and she fears his ill health has begun to "tell on his nerves." He is cross and snappish with her, does not seem to care for her society, and is often rude to her when she brings his coat and rubbers to him at school on a rainy day. This is decidedly different from his usual self. This child is five feet eleven inches tall

and weighs one hundred and fifty pounds. He states his case that he has not been allowed to go to boarding school but must commute daily to preparatory school, which cuts him off from all the field sports. He wanted to take Spanish instead of French this year. His mother made him take French. His hobby is collecting information about the naval equipment of various nations, and he certainly has a fund of knowledge, can draw any kind of boat, and plans to join some foreign navy as soon as he is of age. Meantime he eats well, sleeps well, and makes a good school record. But mother regards him as the same boy who slept in her room till seven years of age, and in whose room she still sleeps when he has a cold for fear he will kick the covers off. She has slated him for a quiet profession in life.

B. K., a girl of fifteen, is brought by her mother with the complaint of incorrigibility. She is an only child, brought up in a home of parental disharmony with regard to training tactics. In fact, the mother disagreed with the father so much that she allowed him to bring up this child without interference from her (this she seemed to consider a magnanimous act). But the father died suddenly when the child was ten years old. B. K. has been in six different schools during the past five years. Though intellectually bright, she slouches along. School has no meaning for her. One year she was put in a Catholic convent to wake her up to the seriousness of life, but she became anemic and her mother removed her. By virtue of losing time and changing schools, B. K. is two years behind where she should be, and though tall must associate in class with smaller and younger children. The immediate cause for which the mother brought her is "boy craziness." Mother has forbidden her associating with any boy, will not let her play games in the park after school, and times her coming home to the half hour. In spite of all this, she opened a secret repository of the child's last week and found a vulgar note from a boy. What should she do about it? Mother and child have not a thing in common except a profound distrust of each other.

One does not need the gift of prophecy to see the future ahead of mother and child in such cases. Parental selfishness masquerading under the guise of parental love has forever separated child and parents. Yet parents go on blindly piling up barriers until the divorce court, the penitentiary, the psychiatric hospital, or suicide completes the picture of adolescence and early maturity, and we hear the parental refrain—"I told you so."

There is a difference between making decisions for the adolescent, and helping him to make his own. Take the matter of choosing a vocation, for example, which is one of the commonest topics for parent-child friction. Most parents have very definite ideas about what they want their offspring to be. Looking back over their own lives they see what they believe to be mistakes—not enough education, marrying too young, not having patience to stick to one job long enough to achieve proficiency and promotion, picking an unsuitable mate. Father and mother have an idea that if they only point out these things to John and Mary the latter can be saved a great deal of trouble and perhaps suffering later in life. They are apt to forget that their own parents pointed out these same things to them, and yet they did not take the advice. Why get angry with John and Mary because they do likewise? Youth can learn only by its own experiencing.

In considering the vocation of your child, go about the matter intelligently. Talk the matter over with his room teacher and the principal, and don't forget that the boy has a point of view. It is important to be sure that he is intellectually able to do the thing you want him to do, or the thing he wants to do. Both you and he may make plans for him far beyond his ability to carry out. Psychology in the Binet-Simon intelligence test has given us a means of estimating with fair certainty the intellectual ability of a child up to fourteen years. Our public school system is able to give your son or daughter such a test. If you and his teachers are in doubt whether he can do better in his school work if he tries harder, an intelligence test will be of great help in set-

ting the matter. The physical condition of the adolescent and the kind of temperament he has also count for a great deal in making such a decision. A good intellectual equipment may be in the setting of a physical condition that would make a certain vocational plan a great risk. Then, too, one must differentiate between what the child really shows in the way of physical endowment and what his mother and the neighbors think he has.

Another point of friction between adolescent and parents comes over different points of view having to do with recreation and amusements. Here again is a matter which has two sides for consideration. Some of you fathers and mothers may have been brought up by a generation that thought play a waste of time, whereas your children are living in a generation that recognizes the great educational value of play. A boy who can hold his own on a baseball team, or a girl who can play basket-ball well, has learned not only to make muscles and quick wit work together under emotional strain, but each has acquired ability to do good team work, and team work is required in every sphere of life. Enter into the spirit of your children's play; encourage them to join Boy Scouts and Girl Scouts. Here are recreations and amusements that are wholesome outlets for adolescent energy and social strivings, which unless so diverted will express themselves in hanging around drug stores and in automobile speeding. Interest in the opposite sex is a matter also to be handled intelligently. I have heard many a mother almost rail against marriage in the presence of her son and daughter, telling the latter it is better to scrub floors for a living rather than be tied to husband and children. I have also heard mothers after a party pick to pieces the young girls there, very obviously for the benefit of sixteen-year-old son. Now such attitudes act merely as an incentive to the pursuit of attachments. They cheapen a parent in his child's estimation—and think also of the reflection they cast on your own home and matrimonial life. Perhaps you as a mother and wife feel as bitter as such comment indicates, but soft-pedal it before your chil-

dren. Make special effort to welcome your children's friends in your home. You may disapprove of some of them, but what of it? You may be wrong in your judgments. If not, at least the undesirables are safer where you can see them, than where you cannot.

And this brings us to the most important point of all: namely, the rôle of environmental influence played by home and school on the adolescent. It is exceedingly rare for a boy or girl to become a real problem at adolescence who has never been a problem before. Adolescence is not some malignant disease bound to eat up every stabilized quality and ideal which the young child has acquired prior to its onset. To be sure, many a parent thinks a child becomes a problem at adolescence because his behavior is such as to make it no longer possible for father and mother to ignore his activities. There is Catherine who is brought to the clinic at fourteen years because she finds fault with the meals, refuses to make her bed or help with the dishes at night. When crossed she flies into a rage, smashes a glass or tears her scarf. The parents are now alarmed because she wants to go out on petting parties, and when they refuse she either stamps out the front door in a rage, or else wrecks the furniture and sulks in her room for a week. Here, again, one knows that such behavior at fourteen has been preceded by similar behavior since infancy. Every time her ego said, "What I want and what I like, that I must and will have," everyone gave way to her. The adolescent problem here is merely an accentuation of the infancy, preschool, and elementary school problem. And when I offer to take this fourteen-year-old into the Phipps Clinic and give her a little training for the journey of life, the parents are horrified. "She is so sensitive, it will break her heart." This same father would realize that a colt unbroken to harness was perfectly useless to the world, but cannot be made to see that his daughter will be a perfectly useless wife and mother unless she goes out into the world with a few simple inhibitions.

The behavior problem in adolescence, as the behavior problem in childhood, is always an individual matter, and not at all

amenable to any formula. Human salvation is far too complex a matter to be committed to the keeping of any one point of view. As a topic for forensics, it may be interesting to speculate whether a child is made or unmade by the age of seven. But to those of us who work with childhood in the behavior problems of medical practice, the question seems quite beside the mark, except in so far as it encourages parent and teacher to a more serious consideration of the years of early childhood. Experimentation with childhood under the bell-jar of a psychological laboratory may make the experimenter feel that "the influences that operate on the child in its early years have probably given a permanent set to its character and disposition by the time it is two years of age," but such a statement is quite contrary to the experience of the dispensary psychiatrist who follows the preschool child into adolescence. To him it is a commonplace of practical experience to see the hypochondriacal, or stealing, or tantrum-throwing child of ten or twelve shuffle off these characteristics under the transforming influence of a wholesome environment. Among those whom I have in mind at this moment is a boy of fifteen years now, a husky lad in preparatory school, who was brought to our Children's Service on a stretcher five years ago. Brought up under the shadow of a hypochondriacal father and aunt he was a living mass of complaints—headache, weakness, chills, gas, insomnia—for which we could discover no physical basis. Father and aunt and medicine were banished; he was gradually gotten out of bed and walking around, and then was transplanted to a boarding home where he could live the life of healthy childhood. He attended school regularly, played rough games, and enjoyed the companionship of playmates. As I see him from time to time I have no fear that he will ever relapse into his former invalidism. He has experienced the thrill of other interests that constitute far greater competitive goals than diet lists and doctors' visits. The principal of any large boarding school comes up against just such experiences. He sees boys and girls entering handicapped with fears, and ideas

of nervousness, and distressingly poor habits of physical and emotional control; and after a few months of living twenty-four hours out of twenty-four in an atmosphere charged with different ideals and planning, they, too, begin to display sturdy characteristics.

The parents of today have an advantage over the parents of previous generations in that they have access to a wealth of helpful information concerning the laws of hygiene governing the growth and development of the body. Psychology has opened up a new world of thought, making less mysterious the behavior of individuals and crowds and nations. Scientifically we have gone just far enough in all directions to realize that we have barely scratched the surface of the unknown as yet. The starting of a human being on the process of the thing called life is still a very complex matter, and not at all amenable to mathematical precision. The nautical maps psychology has constructed for us are invaluable guides over seas uncharted for years, but they tell us little about the nature and source of the undercurrents described. After years of patient study and research we are yet unable to explain a nerve impulse. I emphasize this point because so often one comes upon the view that in this scientific millennium the parent and teacher can rest from their labors and let psychology and hygiene take care of the child. Psychology was never meant to be a substitute for common sense, though there are all sorts of people who are trying in vain to make it so.

—*From Journal of The American Association of University Women.*

One He Missed

The teacher of a city school was giving her pupils a public examination for the benefit of the Parent-Teacher Association. The children acquitted themselves creditably until George's turn came.

"What can you tell me of the Renaissance, George?" asked the teacher.

"I didn't see it," was the embarrassed reply. "I guess they had that picture the week I was sick."

The Child Who Stutters

BY WENDELL JOHNSON

"**H**E will grow out of it."

With this remark, which is like a shrug of the shoulders, parents often think they are doing their best for their stuttering child. In working with speech cases, I have heard it time and time again. Amazing as it may seem, I have had more than one experience with parents who even refused to have their children receive the benefit of clinical attention. They only say, "Don't bother. John will grow out of his stuttering." Speech workers in public schools tell me that they often encounter such parents.

There are probably three reasons why such an attitude has become as common as it has. In the first place, physicians have sometimes said that the speech defective will be cured if nature be allowed to take her course. But to my knowledge physicians have not endorsed such an opinion by their manner of proceeding. They have in nearly every case attempted to help nature by their own efforts. Physicians have always been eager to do whatever they could for speech cases; if they could not do much, it cannot be held against them. They tried. Today the better medical colleges are giving their students the benefit of the recent excellent researches in defective speech. Physicians of the near future will be better equipped to meet the problem.

In the second place, some stutterers have been known to "grow out of it." To explain how such a thing could occur would require a rather thorough discussion of the subject.

It would be all but impossible to do that here; it would require the space of another article, and probably more. It is quite enough to make the authoritative statement that, left to himself, the stutterer very rarely "grows out of it." He will probably get worse. The other day a young man wrote to ask whether I thought he would grow out of his stuttering—and he is twenty-one years old! This illustrates very well the usual result of such a let-it-alone policy. It is a foolish gamble.

In the third place, those who have in the past attempted to treat stuttering have been notoriously unsuccessful. Stutterers and

their parents have become discouraged. Many of them have resigned themselves to the bitter hope that perhaps nature herself will be kind. Such a faith is unwise, and it is no longer quite necessary. At the present time a great many of the better public school systems, especially in

the larger cities, provide for special speech correction work. If the speech workers in these school systems cannot deal personally with the child, many of them can at least give good advice. Also, the University of Minnesota, Northwestern University, and the University of Iowa, not to mention others, have speech departments where excellent clinical work is being done. One may turn to any one of them with real hopefulness.

Meanwhile, however, your child is stuttering. Perhaps he is in school just now and can't get away for treatment. Or maybe



The Stutterer Is Set Apart From Such a Group

for some other reason he could not leave home at the present time. His youth is, of course, no excuse, but there may be other better reasons. At any rate he is under the care of his parents, and they must do what they can.

It should be said at once that the parent himself should not attempt to treat the defective speech of his child. It is plainly and inevitably a task for experts. Speech pathology is a science that draws heavily from neurology, physiology, anatomy, and psychology. Each case must be handled individually, and no treatment should be attempted without careful diagnosis. The speech mechanism of the stutterer is already working under a tremendous burden; to tamper with it unadvisedly is extremely risky.

Need for Normal Development

BUT the stutterer need not—certainly should not—suffer unduly under parental care. The stuttering child is, after all, a human being, and must be treated as such. First of all he must have a chance for normal mental, physical and emotional development. Like other children he is faced with the problem of getting along well in school, on the playground, at home, and in his social life.

My own experience of nearly twenty years of stuttering, and of clinical work with other stutterers, enables me, I trust, to make a few statements that may prove helpful to parents—and to teachers.

It must be fully realized that the stutterer faces a very serious problem. I should like to repeat that over and over, because the fact is not fully appreciated. In one of our clinical forms the parent is asked whether the stutterer has minded his defect. It is surprising how many parents answer in the negative! The stutterer, of course, tells a wholly different, and a very touching, story.

From the stutterer's point of view, his speech defect is probably the most important thing in his life. We get along in this world very largely by means of verbal communication. The teacher, the salesman, the lec-

turer, the politician all rely upon it. We see it used in the school, the home, the drawing room, the market, everywhere. Could it ever be true that a person unable to carry on such verbal communication would not be profoundly influenced by his limitations? It is almost impossible to think so.

How It Feels to Be Different

THE stuttering youngster is set off by contrast from other children in the school and even in the home (where it hurts most perhaps), in work and in play, in his attitude toward himself and others, and toward life itself. In school he faces the painful ordeal of oral recitation. He should be excused from this as much as possible. He cannot take part as he should in programs, debates, and general exercises. Circumstances tend to make of him a wall-flower at parties. The child is keenly conscious of all this, and sometimes reacts violently. If mental hygiene is ever important, it is important here.

Not able to talk adequately, the stuttering child is particularly apt to become a lone wolf, seclusive and unsociable. Many stutterers whom I know have developed hobbies and interests that have led them into lonely ways. They have played by themselves; often they have devised curious games of solitaire. They have stuck close to their workshops. They have worked much in laboratories where they were not forced to meet other people. In certain strong characters, this may do a minimum of harm; but most people are essentially unhappy if they have not learned to enjoy the company of other people.

As the stutterer becomes older he faces the problem of earning a livelihood. This problem worries him. If, as is often the case, he drops out of school because he cannot bear the torture of it, it becomes all the more difficult for him to find the right vocation. It is unlikely that he will make a place for himself in any vocation where normal speech is required. The parents should by all means see to it that the stuttering child develops such abilities and talents as he has. If he likes to draw, write,

dance or sing, tinker with radio, by all means encourage him. It is a normal outlet for his energy, and it may be a preparation for life work.

I feel obliged to reveal what several stutters have confessed to me—that they have often thought of committing suicide. This should drive home the importance of the fact that the stuttering child faces a serious problem. One stutterer wrote me the following: "Two years ago I left all my friends in ———, for the one reason that it was too great a burden to talk with them. I can see but one way out now, to move around and live as a hobo, be among strangers all the time."

Yet parents will say, "Don't bother. John will grow out of it." One can only lament that they know not what they do.

The stuttering child should be relieved of all duties that require normal speech and are not essential to normal development. Oral recitation in school is one of these. But, on the other hand, he should be given aims and obligations that are in accordance with his condition and ability. He should be allowed a play life with other children to the fullest extent, so that he may learn to respect the rights of others and to stand up for his own rights. With kindness and a desire to understand, but with no sentimental pity, the parent and the teacher should try to make it possible for the stuttering child to live his life in the most useful and happy way.

It is a parental obligation—but it is even more than that. It is a social duty. No child should grow up with a physical handicap that science can correct.



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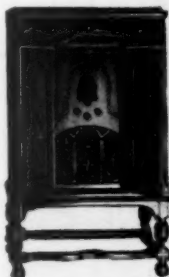
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CHILD WELFARE

*Published in the Interests of Child Welfare
for the 1,481,000 Members of The National
Congress of Parents and Teachers*



THE GRIST MILL

*Why a P. T. A.?*

SOME P. T. A. meetings are drier than the average faculty meeting, and that is Sahara dry. Some P. T. A. meetings would bring tears to the eyes of a group of young amateurs in parliamentary practice, but after all substance is more important than form. Some P. T. A. meetings are ruined because the chairman is more interested in her own political or social advancement than in the welfare of the schools, homes, parents, teachers, and children. Political and social climbers are dreadful things.

But the majority of meetings are splendidly conducted. The program is good from the address of the main speaker to the discussion. Earnestness, good fellowship and cooperation are outstanding qualities. Most P. T. A.'s have caught the spirit of the national leaders at Washington. I have met practically all of them. I am familiar with the various committees and know the chairmen. Many of them are my personal friends. All are high-minded, well trained, and experienced folks. I say all this because I want you and all others in a similar position to look to the national headquarters for guidance.

Move We Adjourn

On the other hand, I wish that you would make your individual programs have more of the personal touch; that you would put more pep and more punch into the meetings; that you would not be so confoundedly theoretical, hesitant, formal, and traditional. Let me ask you a few questions:

Do your meetings begin on time? A crisp, on-time start sets the keynote for the whole affair. Do you have a long list of dry reports which must be read? Do you say, "Mrs. Jackson will read the report of the book committee"? And then a long pause as you look around the room and say, "Is Mrs. Jackson here?" Then everybody else looks around until someone says, "Mrs. Jackson is not here." Never let a meeting drag this way. It's fatal. Meanwhile the speaker of the day, who arrived promptly at three o'clock, is sitting on the platform, twisting and squirming and wishing to heaven he were back in his office, in the schoolroom, in his clinic, or anywhere rather than at this "parliamentary procedure practice program."

Talk Children

Does the Superintendent of Schools use the P. T. A. as a means of enhancing his own political fortunes? Or does he talk on matters directly concerned with your objects, such as children, home study, educational values? Does he beg for school equipment which the city ought to provide? Do you spend more energy and time in running some entertainment or food sale, to raise twenty-five dollars for a new piece of cafeteria apparatus, than you would spend if you used your tongue and your votes in getting the school board to vote the money?

The problems of education are very serious. The expense of carrying on education is enormous in that it takes more than one-third of the public moneys to support it, and oftentimes more than half of the parents' money in addition. Education isn't free—it may look so because your children go to school without apparently costing you a cent. But you will find a part of the cost in your tax bill, a part in the bills you pay

at stores, in your rent, and in the time, energy and love which you put into the job at home.

Those of you who have children in early adolescence need help on the mental attitudes and complexes of pupils of junior high school age. And don't let any teacher or superintendent or preacher fool away your time by a long speech on "The Evil Doings of Modern Youth," unless he explains the reasons for these "evil doings" and tells you how they may be overcome.

Those of you who have boys and girls in high school might learn under the guidance of psychiatrists, psychologists, and common-sense teachers about the stumblings of youth, its ecstasies, resentments, loves, aggressiveness, sincerity, shyness, loyalties, and hates—why are these things as they are and what can we do about them?

The P. T. A. stands for Parent-Teacher Association. It is a serious-minded organization intended to tackle serious problems. Whenever I read the splendid magazine issued by the national organization and see its suggestions for child study, examine its hints on how to conduct a meeting, and note the general high purposes of this altruistic group of parents and teachers, I see the immense importance of such an organization in every school system.

There is no objection to having a good time at a P. T. A. meeting—drink your coffee, eat your cake, smile and laugh. P. T. A. not only stands for Parent-Teacher Association, but in addition it may stand for "Pleasant Times Always." No one should leave a meeting without being able to say to herself "P. T. A.," which is another way of saying "Profitable Time Anyhow."

Yours for the cup that cheers and the speaker that instructs,

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BY JULIA SNELLING KING

October, 1930

Mealtime Melodrama

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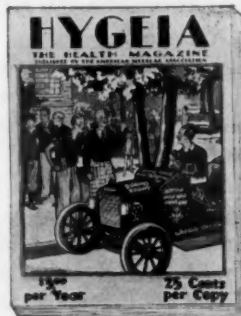
The villain in the melodrama is small Willie who will not touch his food until the heroes, mother and father, have cajoled, bribed, threatened and spanked Willie to conquer his seeming lack of appetite. Dr. Rachel Ash, who writes on "The Zest for Food," in the October issue of *HYGEIA*, the Health Magazine of the American Medical Association, knows all the tricks of children who will not eat. She tells the "why" of this host of finicky, unhungry children, and shows mothers how to make them hungry. The non-eating Willies and Bessies will be easier to handle after mother and father have read this article.

a clean house in a CLEAN TOWN

Your home is cleaner when the street you live on is clean. "Anyone who has kept house in a clean, little town and then has moved into a city such as Pittsburgh will appreciate what I mean," says Inez Stearns Macaulay in her article in the October *HYGEIA*. She tells how European cities keep spotless and adds "The degree of cleanness of a really clean European city cannot be appreciated by those who have never seen it." Read this article and then start observing cleanliness in American cities.

Other Health Topics of vital interest to you

"Making the Most Out of Medicine Ball" is a lively description of a healthful sport with full instructions how to make it a thrilling and all-sufficient home exercise. "The Antiquated Coroner System" explains a blunder in the legal processes of certain cities that is injurious to health and personal welfare. "Simple Lessons in Human Anatomy" is a "get-acquainted-with-your-body" series of articles that will help in health preservation—these are only a few of the health problems treated in *HYGEIA*. Every topic is written by an authority who talks to you through *HYGEIA* pages as he would talk to a friend—in a personal heart to heart style that makes the reader want more and more of *HYGEIA*. Every issue is a gold mine of health information. Clip the coupon, fold a dollar bill in an envelope and start your subscription to good health now.



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Associate Chairman, Committee on Parent-Education

BASED UPON

Character Training

By Charles E. Germane and Edith G. Germane

For Preschool, Grade, and High School Study Groups

Lesson Two

TO THE STUDY GROUP LEADER

SUGGESTED ROLL CALL TOPICS: A humorous home situation, or funny sayings of children.

ILLUSTRATION—Billy and George, aged ten and twelve, were busily engaged—each in telling the other his faults. Their faults as presented were many and mighty! Mother stood the tirade as long as her patience would endure. Finally she said, "Boys, if you would each pay attention to your own faults and let the other fellow do the same, you would get along better." To which George replied in sheer exasperation, "Well, mother, haven't you always told us to think of the other fellow first?"

Section II—What Are the Causes of These Faults of Children?

CHAPTER IV

The Effect of Suggestion and Imitation Upon the Formation of Character
SUGGESTIONS AND QUESTIONS

1. How shall we answer the general questions of Section I—"*How will a constructive program involving both the home and the school insure character growth?*"

2. The general question of Section II is, "*What are the causes of these faults of children?*" If, as the authors state, many faults of children are developed through imitation, does it not necessarily follow that some parents have faults? Would you say that some parents are responsible for the causes of children's faults? Let us keep this general question in mind and answer it more fully at the close of the section.

3. Write out and hand in to the leader a list of your shortcomings as a parent. To leader—It is suggested that some time be given to "Parental Faults," and that the group suggest ways and means for overcoming them. See study outline, Chapter II. "Suggestions for Program," 1; 3; 4.

TOPICAL QUESTIONS

1. How is the power of suggestion shown in the habits of children? Pages 33-34.

2. Why is imitation so important a factor in character development? Page 35.

3. How do the customs and habits of adults affect children? Pages 35-36.

4. How does plasticity of the nervous organism affect habit formation? Pages 36-38.

5. How is strength of habit shown in life? What is will? How are decisions made? What is character? How is one's destiny determined? Pages 38-40.

6. What psychological principles are to be observed in habit formation? Three steps in habit formation are, 1st, visualizing habit; 2nd, earnestly desiring to attain it; 3rd, repeatedly practicing the habit with satisfaction.

PROJECT—Visualize some habit you wish to form and practice it until it becomes yours; select some habit which you wish your child to form and help him attain success.

7. Read aloud in class "Conclusion," page 43.

CASE STUDY

The case method in brief: Find out the probable causes of the child's misconduct

and let sympathy and understanding guide you in helping the child to make the necessary change for approved conduct.

PROJECT—It is suggested that each mother follow the case method in concentrating on a single fault which she wishes her child to overcome. Consider these questions: 1st, What are the probable causes of this shortcoming? 2nd, What can I do to help my child overcome this fault, and make a wholesome adjustment? In case studies of your children give attention to "Suggested Questions," pages 44-48.

"Habits are the tools by which we achieve health, happiness, and efficiency."—DR. D. A. THOM.

"Sow an act, and you reap a habit; sow a habit, and you reap a character; sow a character and you reap a destiny."—G. D. BOARDMAN.

"The overwhelming importance of the home, and of the character of each one of its members, is due to the enormous power of this characteristic of imitation in character formation. Emerson never spoke more truly nor with more insight than when he said: 'What you are speaks so loudly that I cannot hear a word that you say.'" From "Parenthood and the Newer Psychology," by F. H. Richardson.

"Since imitation and suggestion are important factors in the development of habits, it behooves those who are responsible for the development of the child to see that the environment and the personalities therein present the things that they would wish to have the child imitate. The ever changing moods of parents, colored by their indifference, their quarrels, their depressions, and their resentments, all tend to create a mental atmosphere which is as dangerous to the child as if he were contaminated by a contagious disease." From "Everyday Problems of the Everyday Child," by Dr. D. A. Thom.

CHAPTER V

The Effect of Denial Upon Certain Inborn Tendencies.

TOPICAL QUESTIONS

1. Why should parents and teachers study seriously the impulses of childhood?

October, 1930

2. Why must the child's impulsive urges have an outlet?

3. What undesirable habits in children might have originated because their instinctive tendencies were denied an outlet?

4. What undesirable habits may be occasioned by resentment at being denied an outlet for impulsive urges?

5. What undesirable habits may be occasioned in the child who seeks an outlet for himself?

6. What undesirable habits may be caused by lack of provision for a positive environment?

7. How does environment affect the ability to think?

8. What can the home and the school do to develop the ability to think? Read author's answer in class.

Read "Conclusion," in class.

Give time to "Suggested Questions," pages 59-62.

The impulse to activity is expressed in many varied forms—"from the random kicking and squirmings of the infant in his cot to the intricate enterprise of building a skyscraper. Without change life is unbearable. To inhibit movement is extremely difficult. Watch, for instance, the struggles of the five-year-old who is trying to keep still! Then observe a room full of people gathered in conference around a table, the fidgetings, the crossing of legs and arms! To inhibit movement, even for a few seconds, requires a high degree of control." From "Parents and the Preschool Child," by Blatz and Bolt.



Money Value of a Man

A CHILD in a family of \$2,500 a year income class, by the time he reaches the age of 18 years, has cost his parents a total of \$7,425, according to estimates founded on statistical studies of the Metropolitan Life Insurance Company. This sum includes the cost of being born, and of food, shelter, clothing, public-school education, medical care, recreation, and other miscellaneous expenditures for seventeen years.

F

OR your convenience in ordering *Character Training*, the group study book for the year.

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Please send me, postpaid, . . . copies of **CHARACTER TRAINING**, by Germane and Germane, at the special price of \$1.25. We are quite anxious to begin the study of this important book and want you to **RUSH DELIVERY**.

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BULLETIN BOARD

STATE CONGRESS CONVENTIONS—OCTOBER, 1930 .

- Arkansas—at Jonesboro, October 14-16.
- Indiana—at Indianapolis, October 13-16.
- Maine—at Gardiner, October 17, 18.
- Massachusetts—at Boston, October 30 to November 1.
- Minnesota—at Minneapolis, October 28-30.
- Missouri—at Independence, October 28-30.
- Nebraska—at Lincoln, October 14-17.
- New York—at Rochester, October 6-10.
- North Dakota—at Grand Forks, October 3, 4.
- Ohio—at Cleveland, October 15-17.
- Pennsylvania—at Sunbury, October 14-17.
- Tennessee—at Nashville, October 27-30.
- Vermont—at Brattleboro, October 24, 25.
- Virginia—at Lynchburg, October 28, 29.


- October 1-4—Annual Convention Girl Scouts, Inc., Indianapolis, Ind.
- October 6, 7—Annual Meeting, National Humane Association, Niagara Falls, N. Y.
- October 6-11—Annual Convention, National Recreation Association, Atlantic City, N. J.
- October 27-30—Fifty-ninth Annual Meeting of the American Public Health Association, Fort Worth, Texas.

The Allinclusive Membership Card



Let us know the membership card as

A receipt for dues to local, state, and national



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Mrs. Hugh Bradford
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Zzz. Zzz Z. Zzzzz
 STATE PRESIDENT

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An inspiring symbol of unity and loyalty

A tie that binds in mutual fellowship and comprehensive effort



HERE ARE facsimiles of two pages of the four-page allinclusive membership card. The other two pages of the card emphasize the objects of the Congress and its permanent platform. This token of membership appears this year in blue to distinguish it from the buff card used during 1929-30, which proved an effective means of cementing the spirit and purpose of the national organization, and rendered a valuable service in stabilizing the membership

during a year of economic uncertainty when serious fluctuations might easily have occurred.

The presentation of the card may well be made an impressive ceremony.

Individual Participation

THIS membership card is a symbol of your part in a great nationwide movement. It means that your name, your dues, your influence are counting in the realization of a local program, a state program, and a national program. It means that the force of your personality is on the side of the human values in our schools, in our homes, in our state and national life. It means that you have caught the spirit of the age and have given your loyalty to a great organization in a day when the individual is weak but the group is strong. The National Congress of Parents and Teachers is an inspiring movement. Everything you put into this movement in time, energy, money, and spirit helps to magnify the finer values of our civilization.

When 1,500,000 members realize the meaning, the obligation, and the privilege that is theirs in having a share in this, the greatest nationwide and worldwide movement of the day, an informed membership will be assured.

In the study and effective distribution of this card lies the solution to the problem of delinquent dues, the uninformed member, the indifferent member, and the lack of sustained interest. The leaflets for treasurers and member-

ship chairmen and the conference material in the Proceedings will give valuable assistance to state and local treasurers, and chairmen of membership and program.

Furnished by Division of Publications of the NCPT 1201 16th St N W Washington D C



The Story Hour for Children

The Wheat Field

"Dear Angel, Let Him In"

SOME children were set to reap in a wheat field. The wheat was yellow as gold, the sun shone gloriously, and the butterflies flew hither and thither. Some of the children worked better and some worse, but there was one who ran here and there after the butterflies that fluttered about his head, and sang as he ran.

By and by evening came, and the Angel of the wheat field called to the children and said, "Come now to the gate, and bring your sheaves with you."

So the children came, bringing their sheaves. Some had great piles, laid close and even, so that they might carry more; some had theirs laid large and loose, so that they looked more than they were; but one, the child that had run to and fro after the butterflies, came empty-handed.

The Angel said to the child, "Where are your sheaves?"

The child hung his head. "I do not know!" he said. "I had some, but I have lost them, I know not how."

"None enter here without sheaves," said the Angel.

"I know that," said the child. "But I thought I should like to see the place where the others were going; besides, they would not let me leave them."

Then all the other children cried out together. One said, "Dear Angel, let him in! In the morning I was sick, and this child came and played with me, and showed me the butterflies, and I forgot my pain. Also he gave me one of his sheaves, and I would

give it to him again, but I cannot tell it now from my own."

Another said, "Dear Angel, let him in! At noon the sun beat on my head so fiercely that I fainted and fell down like one dead; and this child came running by, and when he saw me he brought water to revive me, and then he showed me the butterflies, and was so glad and merry that my strength returned. To me also he gave one of his sheaves, and I would give it to him again, but it is so like my own that I cannot tell it."

And a third said, "Just now, as evening was coming, I was weary and sad, and had so few sheaves that it seemed hardly worth my while to go on working; but this child comforted me, and showed me the butterflies, and gave me one of his sheaves. Look! it may be that this was his—and yet I cannot tell, it is so like my own."

And all the children said, "We also had sheaves of him, dear Angel; let him in, we pray you!"

The Angel smiled, and reached his hand inside the gate and brought out a pile of sheaves. It was not large, but the glory of the sun was on it, so that it seemed to lighten the whole field.

"Here are his sheaves," said the Angel. "They are known and counted, every one." And he said to the child, "Lead the way in!"

LAURA E. RICHARDS.

*From The Pig Brother and Other Fables
Copyrighted by Little, Brown and Company*

October, 1930

Dr. Condon and The Story Hour

WITH the permission of Little, Brown and Company, Publishers, Boston, Mass., we are this month beginning the publication of a series of ethical stories taken from the "Atlantic Readers," edited by Dr. Randall J. Condon. These are the books to which Henry Turner Bailey referred in his address at the Cleveland meeting of the National Congress as "the latest and greatest work of Dr. Condon—editing the finest series of supplementary readers ever published in the English language." Dr. Condon was given a year's leave of absence by the Cincinnati Board of Education to do this work for the Atlantic Monthly Press. His ideal was the selection and preparation of material the use of which, in school and home, would lead to the development of fine personal character and worthy citizen-

ship. From this rich material Dr. Condon has selected nine stories which will appear in successive issues of CHILD WELFARE. The story for October is taken from Book II, "High and Far." "The Wheat Field," written in the form of a parable, is taken originally from "The Pig Brother and other Fables," by Laura E. Richards, copyrighted by Little, Brown and Company. Permission has also been given by the publishers to reproduce the drawing which was made especially to accompany this story as published in the "Atlantic Readers." We believe that parents as well as teachers will find this and succeeding stories of high value in presenting ethical truths in a form which will make a strong appeal to children, and which will help to develop worthy character.

Downee Didees Are So Much Handier and Cheaper



Does away entirely with the disagreeable task of washing diapers. Soiled pads easily disposed of like tissue. Keeps babies' clothes and bedding dry and reduces laundry. Absolutely prevents diaper rash. Approved by physicians and hospitals.

Special Offer: 2 Downee Didees and 3 packages of pads (40 small, 34 medium or 30 large pads to package), only \$2.75. Extra pads, 55c per package. Specify size wanted: Small for babies up to 4 mos.; Medium, 4 to 9 mos.; Large, 9 mos. and older. Use coupon—order today.

Downee Products Co., Sioux City, IOWA

I enclose \$2.75 for Special Offer of Downee Didees and pads. Send SMALL—MEDIUM—LARGE size. (Check size wanted.)

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October, 1930

THE PARENTS' MANUAL CHILD GUIDANCE

By

SMILEY BLANTON AND
MARGARET GRAY BLANTON

This is a simple and practical manual for parents based upon the best thought of the day and an up-to-date knowledge of child psychology. Every important phase of child guidance is here discussed simply and frankly.

"This book can be heartily recommended to all parents who are seriously interested in meeting intelligently the problems in child training which they inevitably encounter."

—The Welfare Magazine.

Octavo, 301 pages. Price, \$2.25

THE CENTURY CO.

353 Fourth Ave. 2126 Prairie Ave.
New York Chicago

MENTAL HYGIENE

EACH month on this page will appear suggestions about the mental hygiene aspects of child training. Their publication here constitutes part of the official program of the Committee on Mental Hygiene of the National Congress of Parents and Teachers. Dr. George K. Pratt, New York City, is Chairman of the Committee.

The suggestions are brief, pithy and practical. Please note that this page on which they regularly appear is perforated at the side. Tear it out each month and pin it to the wall of the kitchen or bedroom for ready reference. At the end of the year you will have a set of leaflets helpful to you when troubled about dealing sensibly with many children's problems.

THE PARENTS' PART IN THE CHILD'S LIFE

Parents have more influence on the child than anyone else. They are with him at the time when he is learning most quickly.

THE PARENTS' RESPONSIBILITY TO THE CHILD

Friendship

- See your child as a person.
- Be courteous and kind.
- A child has feelings as well as grown-ups.
- Let him share in the plans for the home.
- Respect his confidence, his plans and his opinions.

Honesty

- Prove to him that you keep your promises.
- Let him find that he can go to you with questions and be sure of truthful answers.

Fair Play

- Teach him to do his best.
- Give him credit for what he does.
- Give him credit for trying.
- Try to understand the child before you blame him.

Worrying

THING FOR PARENTS TO AVOID

- Don't let your child see you worry.
- It slows his development. It prevents you from doing your best.

Babying

- Don't baby him. It may give you pleasure, but it stops him from growing up. He is never too young to learn. The sooner he learns to do for himself, the easier life will be for him.

Spoiling

- Don't spoil him by giving him everything he wants. He can't have everything in life, and the earlier he learns this the better. It will save him many disappointments.

REMEMBER

- A child is going to be pretty much what you make him. He is going to do the thing you expect. Therefore, expect him to do right. Parents must agree on a plan and let the child see that they are carrying it out together.

Prepared by THE MASSACHUSETTS DEPARTMENT OF MENTAL DISEASES DIVISION OF MENTAL HYGIENE and the COMMUNITY HEALTH ASSOCIATION.

Published by MASSACHUSETTS SOCIETY FOR MENTAL HYGIENE.

Next month—an article on EATING HABITS—Look for it.

Bread plus Butter plus Jam

*help to balance meals
and make them more
appetizing*



"ALL WORK and no play makes Jack a dull boy." Likewise—all nourishment and no flavor makes meals dull events.

There are few foods more healthful than bread and butter. And there are few foods more healthful and *delicious* than bread, butter and *jam or jelly*. That sweet, colorful, flavorful addition satisfies the appetite in an ideal way.

There is a place in the child's diet for jam or jelly. Its sweetness tempts the appetite and its fruit content is healthful.

As jam makes meals more enjoyable, so sugar makes essential foods

THE pure fruit content of jelly, jam and marmalade is healthful and their alluring color and flavor tempt the appetite.

more appealing to the appetite. Put a dash of sugar to a pinch of salt in string beans, spinach, carrots, peas and other vegetables as they cook. Add sugar to the French dressing you serve on vegetable, fruit or fish salads. The sugar used this way enhances the value of the nutrients of the dish thus seasoned. Most foods are more delicious with sugar. The Sugar Institute, 129 Front Street, New York.

 ***"Good food promotes good health"***



OUT AMONG THE BRANCHES



EDITED BY BLANCHE ARTER BUHLIG
372 Normal Parkway, Chicago, Illinois

Arkansas

But one year old and with a membership of only thirty-nine enthusiastic mothers and teachers, the Hot Springs, Arkansas, Junior High School Parent-Teacher Association has engaged in various important activities.

It has aroused interest in the beautification of the school grounds and obtained effective cooperation of the students in the sodding and in supplying and planting shrubs and evergreens.

A silver loving cup was donated to the school and was passed each month to the room securing the most members. This proved to be a great incentive to both teachers and pupils.

Publicity for the parent-teacher movement was secured by decorating a float for the Garland County Fair and the P. T. A. Parade and by distributing parent-teacher literature at a booth at the county fair.

A medicine kit was purchased, generously stocked, and given to the school.

Three delegates were sent to the state convention.

Association programs conformed to the outline in the CHILD WELFARE MAGAZINE.

Sixty books were added to the school library as a result of a "Give a Book" campaign.

Catalogues from leading colleges and universities have been placed in the high school for the guidance of boys and girls in planning their college work.—MRS. C. J. SPENCER, 218 Oak Street, Hot Springs, Arkansas.

Colorado

The Child Welfare Study Club of Logan School Parent-Teacher Association, Denver, Colorado, was organized October, 1929, with a membership of twelve. A week later the first regular meeting was held with seventeen in attendance.

The organization of the club was pleasant and easy. It was announced at the first council meeting that a study club with the CHILD WELFARE MAGAZINE and the Colorado Parent-Teacher as the basis of the year's work would be organized, and the council mothers were asked for their support.

The idea was received with much enthusiasm, and five mothers gave their subscriptions for both magazines. The plan was presented again at the first regular meeting of Logan School Parent-Teacher Association and made a decided "hit." The result—six more subscriptions.

Invitations telling the time, place, and purpose were sent to every mother who was a member of the association, and although the weather was extremely inclement the response was splendid. A note-book was placed on the table and those who wanted the magazine were asked to write their names and addresses in it. They were called upon later and their subscriptions obtained.

The club met the first Wednesday of each month at nine-thirty in the morning, the mothers having voted that hour most convenient.

The Logan School Association is justly proud of its achievements. It was the first

(Continued on page 110)



Mothers . . .

*would we grown-ups like to wash
...if we couldn't reach the basin?*

STARTLING thought! Maybe we aren't being fair with our youngsters, about their cleanliness habits. Before they really have learned the "how" of adequate washing, we ask them to use equipment designed for people twice their size.

When there are wee children in the house, wouldn't the very least that we could do, be to provide them with handy steps or a stool? With a rubber mat to keep them from slipping about in the giant tub? With a mirror they themselves can see into? With brushes and towels and wash cloths and soap all put

within their own easy reach? And in their bedrooms, their clean clothes kept where they can reach them too?

Why not try this . . . for your sake as well as theirs?

We suggest, too, that you send for, and hang up somewhere, the happy little *reminder-chart*, called "Am I ready for school today," that Cleanliness Institute is glad to send to mothers free. It also, you will find, carries a daily lesson to the children, while it saves time for their busy mothers. So use the coupon.

CLEANLINESS INSTITUTE

Established to promote public welfare by teaching the value of cleanliness

45 EAST 17TH STREET, NEW YORK, N. Y.

CLEANLINESS INSTITUTE, Dept. C.W.—10, 45 East 17 St., New York, N. Y.

Please send me free, the following: (Check which you want)

☐ The daily check-up chart, "Am I Ready for School Today?"

For children of high school age.

☐ "Learn the Art of Magic." A book about cleanliness for boys.

☐ "The Smart Thing to Do." A book about cleanliness for girls.

Name

Street

City State

Out Among the Branches

(Continued from page 108)

association in Denver to send a subscription to the CHILD WELFARE MAGAZINE in 1929-30; the second to obtain its quota of ten per cent; and the only association conducting a study club which uses the state and national publication exclusively.—MRS. LUCY M. BLUNK, 397 S. Logan Street, Denver, Colorado.

Florida

In Florida the installation of officers in May assumed a new and delightful meaning. Duval County Council of Parents and Teachers, with headquarters in Jacksonville, Florida, staged a public installation of the officers of the thirty-six locals making up this County Council, on May 28, from three to four in the afternoon. The idea was first conceived by Mrs. Ralph E. Wendt, president of the council, and was enthusiastically received by the members.

The auditorium of Andrew Jackson High School, the largest in the county, was selected for the installation. Each local unit was responsible for a basket of flowers for decoration, and the result was a bower of beauty. Duval County officers had been installed at the regular open meeting of the council some days before the general installation which was for the officers of the locals only and was conducted by Mrs. Wendt.

The reception, which was held immediately after the ceremony in the gymnasium of the school, was one more bond in cementing the acquaintance and friendship of all officers of all schools in Duval County. The entire object was to bring all members into close harmony and to foster that cooperation for which we are all working. A number of local associations repeated the installation ceremony in their own meetings. We of Duval County, Florida, feel that this was a beautiful service with many beneficial results.

Illinois

Morrisonville, Illinois, held a School of Instruction to help bring about an in-

formed membership. Three associations joined in the "School"—the Monegan, Morrisonville, and Noble.—MRS. H. L. CLOWER, Morrisonville, Illinois.

The Bradwell Parent-Teacher Association has just completed what we think is an important piece of work. We have wired and furnished with loudspeakers seventeen of the rooms in the school, that is, every room above the fourth grade. We placed two dynamic speakers in the assembly hall which accommodates three hundred and eighty pupils. This has been done with the consent of the Chicago Board of Education and all materials and work have been inspected and approved by its representative.

Each room has its own switch enabling the teacher to turn on or off the program as seems best. In the principal's office a microphone also has been installed, which, when attached to the amplifier, enables the principal to communicate with any or all rooms as desired.

At the March meeting of the association the equipment was demonstrated to the audience and formally presented to the school. From her office, on behalf of the school, the principal thanked the association, the words coming to the audience in the assembly room through the loudspeakers and being heard also by teachers and pupils in the seventeen classrooms.

Members of our local association listened to the Illinois Congress weekly programs arranged by Mrs. John Sharpless Fox over WMAQ. They have been helpful and inspirational. Personally I especially enjoy the programs on the first Friday when the "Out Among the Branches" broadcast period comes at 4:45. It is stimulating to hear what other groups of parent-teacher people are doing, and to know that all these other associations, in many parts of the country, are working as we are—with the same aims and ideals. It gives us wonderful encouragement.—MRS. JESSIE H. BERGESON, 2877 East 77th Street, Chicago, Illinois, Publicity Chairman, Myra Bradwell P. T. A.

In 1929 the Winnetka P. T. A. planned

(Continued on page 112)



PARENTS are beginning to understand that their children's education does not stop at the school house door—

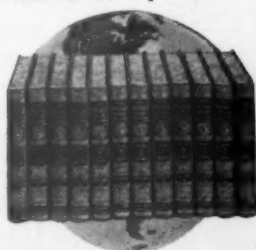
—that in the home, they have a definite supplementary job—answering questions—helping with home-work—aiding with subjects the child finds difficult—encouraging extra projects. Educators agree that there's one better method than just *answering* a child's questions, and that is to show the child *how and where to find the answers*. They say that develops initiative and independence.

And so progressive parents are finding it necessary to bring "teaching tools" into the home. It is logical that leading educators like Terman, Snedden, and Bagley should prefer THE WORLD BOOK Encyclopedia for home use—for the same reasons they recommend its use in the schools—

—because it is written in interesting story form—because it is so splendidly illustrated—because it is as easy to find things in, as a dictionary—

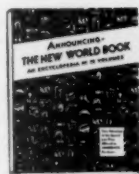
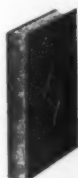
—and particularly because THE NEW WORLD BOOK is endorsed by leading authorities in education, by state superintendents who issue a list of recommended encyclopedias—by superintendents and principals and teachers of nearly all the leading school systems in America.

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The *New* WORLD BOOK Encyclopedia

Published by W. F. Quarrie & Co.
Dept. 172-A, 154 E. Erie St. Chicago, Ill.

October, 1930

Name
Street No.
City State

Out Among the Branches

(Continued from page 110)

a safer, saner Hallowe'en celebration which proved to be very successful.

Believing that cartoons and comic sheets



influence the behavior of children, and convinced that one particular comic strip the previous year had suggested the idea of letting air out of the tires of parked automobiles, the association interested the Chicago papers in the effect of such comic strips and was promised complete cooperation by these papers.

Fathers in the village acted as volunteer patrolmen and were assigned to definite territory. They took disorderly children to their homes, thus avoiding the ill effects of the children's being taken to the police station.

Local newspapers gave the campaign for a safer and saner Hallowe'en wide publicity.

The Community-House provided splendid entertainment for a number of children.

The neighborhood motion picture theaters were induced to show pictures suitable for children.—MRS. WARREN W. SHOEMAKER, 45 Green Bay Road, Hubbard Woods, Illinois.

Iowa

YOU WANT CHILD WELFARE

BUT—Do you vote and work for Child Welfare measures?—Iowa Parent-Teacher.

Pennsylvania

BOOSTING MEMBERSHIP

When should we be satisfied with our local membership? Never be satisfied until you've talked "Parent-Teacher Association" to all your relatives, friends and neighbors, and they have joined. Never be satisfied when the mother of the home joins

unless the father joins also. Never be satisfied until you have sought to have the many associations not in state and national membership come into the National Congress fold.

Here are suggestions from other states on ways of increasing state membership:

Wisconsin sends form letters to each County Superintendent of schools pointing out to him the value of a parent-teacher association and urging his cooperation in the organization of new associations and in securing state and national membership for organized independent groups. Idaho plans to recognize associations with 100 or more members by placing a "feather in their caps" at the state convention. Tennessee celebrated its seventeenth anniversary by asking each association in the state to add at least seventeen new members to last year's enrollment. Georgia asks its members, through its Bulletin:

"What kind are you?"

"Are you—

"A Santa Claus member, who comes once a year, then thinks he is filled with P. T. A. cheer?

"Or are you—

"A trolley car member, who pays for the ride and says, 'Now amuse me, or I'll not abide'?

"Or are you—

"A rowing boat member, who pays like the rest, and pulls on the oars with a wholehearted zest?"

Let us be the last kind named and pull on the oars with all our strength, against any tide of discouragement, for the largest wave of membership this state ever had—MRS. HARRY STREITZ, State Membership Chairman, in Pennsylvania Parent-Teacher.

Mississippi

At a School of Instruction last November under the auspices of the Natchez P. T. A. and District 15, in Natchez, parent-teacher association members held a mirror up for the scrutiny of their conduct as good P. T. A. members. Those attending the institute were asked to respond with one-minute suggestions to the question, "How May I Become a Better Member?"

Interesting suggestions and sidelights revealed that "better members" will result if we observe the following points:

When asked to participate in programs or work, do so instead of leaving it for others to do.

Attend the meetings and learn how the work is done.

Have each member who owns and drives a car invite a certain number who do not have cars to ride to and from the meetings.

Make members feel they are welcome and wanted at meetings.

Have parents know the teachers.

Practice good manners during the meetings, especially refraining from talking, whispering, etc., while the meeting is going on.—MRS. CAREY LEE RATCLIFFE, 221 Linton Ave., Natchez, Miss.

Virginia

The Toy Symphony or Rhythm Orchestra is being used in the first and second grades of the Waverly School, Waverly, where it is of great assistance in developing in the pupils many fine qualities of citizenship as well as a knowledge of the fundamentals of public school music.

In the fall, in order to try to find out just what talent we had, we decided to attempt to organize an orchestra. Among the seventy-five children in the two grades we found the usual "monotone," "don't care," and "I can't" types. Since it is usually easier to work with small groups we selected five of the very best voices from each grade. These children were given such instruments as kazoots, triangles, clappers, bells, drums, tambourines, and toy saxo-

phones. We began with very easy first-grade songs and worked on rhythm and cooperation.

Fortunately, one of the elementary teachers could accompany the children on the piano. We were astonished to find, for orchestra director, a little six-year-old boy who has a fine sense of rhythm. His ideas of interpretation are most original. We find him instinctively using crescendo and diminuendo expression.

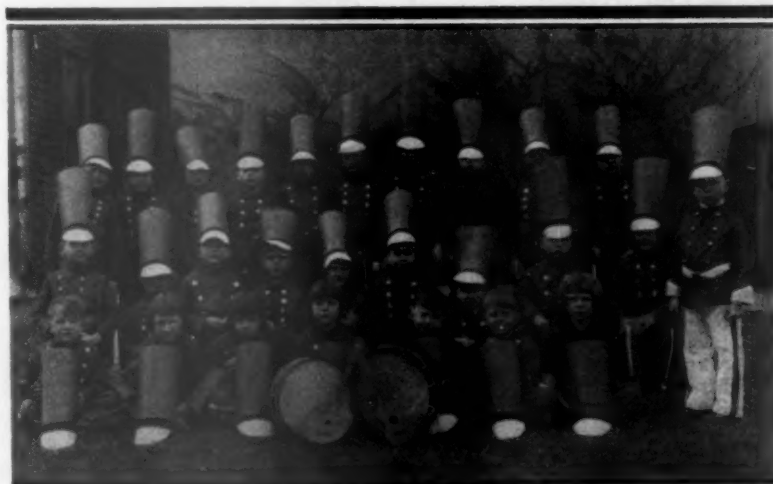
In less than two months we had twenty-eight children in our orchestra, and in December they gave a concert in the school auditorium. Each child was dressed in a tin-soldier costume.

We feel safe in saying that the orchestra has been a great help to the group. Besides learning in a most fascinating way the fundamentals of why there is music, our pupils, we find, have acquired such habits as being alert, attentive, overcoming self-consciousness, and developing personality. Each child has his part to play and knows that the success of the orchestra depends upon each member of the musical unit, *as a whole*.—STELLA LOTTIS and SARA LEVY, Waverly High School, Waverly, Virginia.

Ohio

Ohio Congress of Parents and Teachers will feature a state-wide chorus of Ohio Mothersingers at its Cleveland Convention, October 15-17, 1930.

Toy Symphony Orchestra, Waverly, Virginia



October, 1930

Motion Pictures

BY ELIZABETH K. KERNS

Associate National Chairman, Motion Picture Committee

Classification

A—Adult. Adult pictures are recommended for those of mature viewpoint and experience.
F—Family. Family pictures are recommended for the general audience, including children of twelve years of age and over.

J—Juvenile pictures are recommended for children under fourteen years.

W—Westerns, recommended for the family.

*—Especially recommended.

R—RATING

A—Good. B—Harmless, but second rate as to plot and production.

R	Title	Class	Stars	Producer	Reels
ALL TALKING					
A	Animal Crackers	F	Marx Brothers	Para. Fam. Lasky	8
A	Big Boy	F	Al Jolson	Warner Bros.	8
A	Call of the Flesh	F	Ramon Novarro-Dorothy Jordan	Metro-Gold.-Mayer	7
A	Conspiracy	A	Ned Sparks-Bessie Love	R. K. O.	7
B	Dixiana	A	Bebe Daniels-Everett Marshal	R. K. O.	8
A	Eyes of the World	F	John Holland-Una Merkel	United Artists	10
A	For the Defense	A	Wm. Powell-Kay Francis	Para. Fam. Lasky	6
A	Good News	F	Bessie Love-Cliff Edwards	Metro-Gold.-Mayer	7
A	Holiday	A	Ann Harding-Mary Astor	Pathé	9
A	Inside the Lines	A	Betty Compson-Ralph Forbes	R. K. O.	7
A	Let 'er Buck	F	Rice Sportlight	Pathé	1
A	Manslaughter	A	Fred. March-Claudette Colbert	Para. Fam. Lasky	9
B	Monsieur Le Fox	F	Robert Elliott-B. Leonard	Metro-Gold.-Mayer	6
A	Near the Rainbow's End	F	Bob Steel-Louise Lorrain	Tiffany	5
A	Numbered Men	A	Conrad Nagel-Bernice Claire	First National	7
A	On Your Back	A	Irene Rich-Raymond Hackett	Fox	8
A	Queen High	A	Chas. Ruggles-Ginger Rogers	Para. Fam. Lasky	8
A	Raffles	A	Ronald Colman-Kay Francis	United Artists	8
A	Rain or Shine	F	Joe Cook-Louise Fazenda	Columbia	8
A	Rough Romance	A	George O'Brien-Helen Chandler	Fox	5
A	Rough Waters	F	Rin-Tin-Tin	Warner Bros.	5
A	Scarlet Pages	A	Elsie Ferguson	First National	6
B	She's My Weakness	F	Arthur Lake-Sue Carol	R. K. O.	6
A	Song of the Caballero	F	Ken Maynard-Doris Hill	Universal	6
A	Sons of the Saddle	F	Ken Maynard	Universal	7
A	Three Faces East	F	Constance Bennett	Warner Bros.	8
A	Trigger Tricks	F	Hoot Gibson-Sally Eilers	Universal	5
A	Venetian Nights	F	Vagabond Adventure Series	Pathé	1
A	The Way of All Men	A	D. Fairbanks Jr.-D. Revier	First National	7
SOUND					
A	Alaskan Knights	F	Krazy Kat Cartoon	Columbia	1
A	Arctic Antics	F	Disney Cartoon	Columbia	1
A	Campus Crushes	F	Sennett Comedy	Educational	2
A	Chinese Flower Boat	F	Symphony	Tiffany	1
A	Dance of the Paper Dolls	F-J	Dance Phantasy	Para. Fam. Lasky	1
B	Dizzy Dishes	F	Max Fleisher Cartoon	Para. Fam. Lasky	1
A	Dude Rancing	F	Sportlight	Pathé	1
A	Jazz Rhythm	F	Krazy Kat	Columbia	1
A	Manhattan Serenade	F	New York Scenic	Metro-Gold.-Mayer	2
A	My Pal Paul	F	Oswald Cartoon	Universal	1
A	Romeo Robins	F	Aesop Fable Cartoon	Pathé	1
A	Swiss Cheese	F	Terry Toons	Educational	1
B	Wanderlust	F	Robert Bruce Scenic	Para. Fam. Lasky	1
A	Wise Flies	F	Cartoon of Spider and Fly	Para. Fam. Lasky	1



Ethel used to hide to avoid drinking milk

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"I COULDN'T get my little daughter to take milk. She fussed and cried and even hid to keep from drinking it.

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October, 1930

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Address.....

City..... State.....



Mrs. Cope Answering

Question—*I have had so much difficulty in getting my children to study their lessons. What shall I do about it?*

Try some of the following suggestions, which I believe will be of help to you:

Get acquainted with the teachers of your children and the school to which they go. If there is something wrong in your children's relationship with the teachers or school do what you can to correct it.

When the children come home from school see that they get out of doors to run and play. They need to get away from books and the indoor life. A complete change of activities and atmosphere refreshes them and puts new vigor into their minds and bodies.

It is wise to have an early dinner for school children. They cannot study when they are hungry.

Provide a room, or at least a table or desk, where each child can keep his books, papers and other necessary supplies. This helps the children to concentrate on their work and provides an atmosphere for study.

Use the public library freely for books pertaining to their school subjects. Subscribe to magazines that will be of educational value to the children. When purchasing books for the home, plan to buy those supplementary books that will enhance interest in school studies.

Talk over their work with them and become interested in the subject-matter under consideration. In this way you can enlarge their outlook, provide broader experiences and make the courses of study more real and vital.

Arrange the home program so that the study period is reasonably quiet and free from distractions. Children cannot keep their minds on their work if there is a party in other rooms in the house.

Be glad and thankful that you and Father can give this time to the children. These are

precious hours which will be happy memories all the rest of your lives.

Question—*There are so many courses of study offered in our high school. How is one to know how to choose?*

I would suggest that parents be thoroughly informed about the courses of study in the school. In many of the high schools certain subjects are compulsory in order to meet standards, while others are left to the student's choice. Some parents leave everything to the student, who sometimes chooses the easiest subjects or those which do not correlate for future work. After a year or two the student finds that he has made mistakes. It is true that many high school students have not decided upon a life work. In such cases let the student follow his major interest.

Again, some people insist that their children take the subjects the parents want them to have. One father said, "I took Latin four years and my son is going to do the same." This insistence is a grave mistake. The boys and girls have their *own* lives to live and not those of their parents. Parents should study the individual child, find out where his interests lie, what capacity and talents he has, always keeping the child's needs uppermost in mind and their own preferences in the background. Parents who are helping their children plan their courses of study should know what they are talking about. Education has made tremendous strides and frequently parents are not progressing with their children.

In many schools advisers are provided from among the faculty members who will gladly assist students in planning a useful and interesting course.

Always give the boys and girls a choice in the matter in so far as is wise and expedient for them. Remember that young people must learn to stand on their own feet, but that parents should be able to help them stand firmly. As fathers and mothers let us not forget that the child faces the whole world with countless possibilities, and therefore has a right to be properly equipped to develop them.

Question—*My daughter of five years always has to be coaxed to eat, and it is getting to be a wearisome task. I dread the meal time. How can I overcome this?*

Many of the undesirable eating habits that children have developed can be attributed to the adults in the home. Frequently the child is the center of attraction at the family table. Father is away all day and wants to play with the child. The child's cunning ways are fascinating to the older members of the family. The play time, however, should be reserved until after the meal.

Then, too, some parents talk about the food, saying, "Do you like the soup?" Why raise the question in the child's mind? Or again parents say, "I never eat oranges." "I just can't eat eggs." In this way the child learns to discriminate and soon to dislike certain articles of

food. Then parents begin to beg him to eat and the trouble starts.

Place the food on the table without any reference to it, unless it be to say, "How good it is!" It should be taken for granted that every one likes it and enjoys the meal.

Give your child just a little food at a time and sometimes only one kind. When she has eaten it let her have some more. If she refuses to eat, say nothing and let her get down from her chair. It may be necessary to repeat this several times, but when she gets hungry she will eat.

Always serve the food in attractive form and in pretty dishes. Children respond to beauty. Some homes have a small table and chairs where the children eat their meals with their own dishes, linen, and silver. Many children enjoy this. Sometimes it is a good plan to let the children have their meals before the family is seated.

Never let the child eat when she is angry or over fatigued. It is better to let her go without food at such times and wait until she is calm and at ease.

It might be a good plan to have the child examined to see if there is anything physically wrong.

Question—How much work should be expected of a seven-year-old boy?

Your son should keep his room in order, hang up his clothes, put away his shoes, his toys and any other play material, such as boxes, boards, and cans that he may be using. These tasks faithfully performed provide considerable opportunity for work that he is able to do.

There are, however, some general duties in the home which could be assigned to him. The purpose of home duties is to teach responsibility and cooperation in the home, and to foster the thought that members of the family love and therefore help one another. These general duties, therefore, should not be too exacting or make too heavy a demand upon his strength and time.

Your boy might bring in the daily paper, put out the milk bottles, empty waste paper baskets, and feed the pets. Sometimes he can help Mother by carrying out some of the dishes or watering the plants. In this way he learns to help in the home, feels that he has a place in it, and experiences the joy of bringing happiness to others.

Readers are invited to send questions to Evelyn D. Cope, care of Child Welfare.

TOMMY—"Father, my Sunday-school teacher says if I'm good I'll go to heaven."

FATHER—"Well?"

TOMMY—"Well, you said if I was good I'd go to the circus; now I want to know who's tellin' the truth."—*London Opinion.*

THE OAK LEAF CONTEST

For the 1930-31 Child Welfare subscription campaign year the branches have been divided into four classes, according to National Congress membership, as follows:

CLASS 1—Branches having over 50,000 members.

CLASS 2—Branches having from 20,000 to 50,000 members.

CLASS 3—Branches having from 10,000 to 20,000 members.

CLASS 4—Branches having less than 10,000 members.

Basing totals on subscriptions received from April 1 to August 31, 1930, the branches in the various classes rank as follows:

CLASS 1	CLASS 2	CLASS 3	CLASS 4
1. New York	1. Iowa	1. South Dakota	1. Arizona
2. California	2. North Carolina	2. Mississippi	1. Louisiana
3. Ohio	3. Tennessee	3. West Virginia	2. Virginia
4. Illinois	4. Minnesota	4. Oklahoma	3. Idaho
5. Michigan	5. Kansas	5. Massachusetts	3. Maryland
6. New Jersey	6. Kentucky	6. Dist. of Col.	4. South Carolina
7. Pennsylvania	7. Georgia	7. North Dakota	5. New Hampshire
8. Texas	8. Washington	8. Virginia	6. Montana
9. Missouri	9. Arkansas	9. Alabama	7. Wyoming
10. Colorado	10. Indiana	10. Connecticut	8. Maine
	11. Florida	11. Oregon	9. New Mexico
	12. Wisconsin	12. Rhode Island	10. Utah
	13. Nebraska	13. Territory Hawaii	11. Alaska
		14. Delaware	

CHILD WELFARE is More than a MAGAZINE. It is SERVICE to the MEMBERSHIP of the NATIONAL CONGRESS of PARENTS and TEACHERS.

Mothersingers' Choruses

A List of Suggested Choruses for 1930-31

LULLABIES				
In Lullaby Bay	Berwald	S. S. A. ¹	Oliver Ditson	\$0.10
Lullaby	Brahms	Can be secured in 2 or 3 parts		
Pirate Dreams (No. 13715)	Huerter	S. S. A.	Oliver Ditson	.12
Cossack Lullaby (No. 3012)	Lester	S. S. A.	Fitzsimons	.12
Good Night (No. 5063)	Czecho-Slovak	S. S. A.	J. Fischer	.15
Little Papoose on the Wing- Swung Bough	Cadman	S. S. A.	Oliver Ditson	.10
Lullaby	Flaxington Harker	S. S. A.	Schirmer	.10
MISCELLANEOUS CHORUSES				
The Green Cathedral	Hahn	S. S. A.	John Church Co.	.15
The Wind in the Tree Top	Neidlinger	S. S. A.	John Church Co.	.15
There's a Lark in My Heart	Spross	S. S. A.	John Church Co.	.15
Let All My Life Be Music	Spross	S. S. A.	John Church Co.	.15
Come Down Laughing				
Streamlet	Spross	S. S. A. A. ²	John Church Co.	.20
Persian Serenade	Matthews	S. S. A.	Schirmer	.12
Down By the Sea	Marzo	S. A. ³	Schirmer	
Song of Seasons	Hawley	S. S. A. A.	Schirmer	.12
De Sandman	Protheroe	S. S. A.	Schirmer	.15
Dreaming	Shelley	S. S. A.	Schirmer	.12
Reveries	Speaks	S. S. A.	Schirmer	.15
Flower of Dreams	Clokey	S. S. A.	Birchard	.15
Bye an' Bye	Burleigh	S. S. A.	Ricordi & Co.	
Fly, Singing Bird, Fly	Elgar	S. S. A.	Novello	.25
Waters Ripple and Flow	Deems Taylor	S. S. A.	J. Fischer	.15
A Morning in Spring	Matthews	S. S. A.	Oliver Ditson	.12
The Heavens Are Telling	Haydn	S. S. A.	Lorenz	.10
Chit-Chat	Moffat	S. S. A.	Schmidt	.12
Prayer	Moussorgsky	S. S. A.	Boston Music Co.	.08
The Two Clocks	Rogers	S. S. A.	Oliver Ditson	.12
The Fairy Pipers	Brewer	S. S. A. A.	Bossey & Co.	.20
June Rhapsody	Daniels	S. S. A.	Schmidt	.12
Daffodils A-Blowing	German	S. S. A. A.	Bossey & Co.	.15
The Candy Lion	Beach	S. S. A.	Schirmer	.08
Mah Lindy Lou	Strickland	S. S. A.	Schirmer	.12
Hark! Hark! the Lark	Schubert	S. A.	Oliver Ditson	.10
My Little Banjo	Dickmont	S. S. A.	Schirmer	.12

Choruses to Be Memorized for Second National Mothersingers' Chorus, 1931

The Legend of the Dandelion	Clokey	S. S. A.	Birchard	Piano Score, .75 Voice Parts, .15
Pirate Dreams	Huerter	S. S. A.	Ditson	.12
Let All My Life Be Music	Spross	S. S. A.	John Church Co.	.15
Chit-Chat	Moffat	S. S. A.	Schmidt	.12

All choruses are urged to organize and begin rehearsals as early as possible. Several more choral numbers are to be added to the list already given. In order that all notices may reach their destinations promptly, directors or presidents of Mothersinger Choruses are asked to send names and addresses to Helen McBride, national chairman of the Committee on Music.

¹ First and second soprano and alto.

² First and second soprano and first and second alto.

³ Soprano and alto.

Q 1930 is the 150th
anniversary of
Walter Baker & Company



The weekly treat became a daily delight —and Jimmy's weight went up

FORMERLY, Jimmy had known cocoa only as a special reward. On days when he was asked to stay home and study while the other boys played baseball, or to mow the front lawn instead of going fishing, Baker's Cocoa had been held forth as the lure.

But now he was underweight, and so he was going to have cocoa every day. Well, well, well—life was pretty good after all. Too bad, thought Jimmy, that he hadn't become underweight a lot sooner.

As you might expect, it was only a matter of time before Baker's Cocoa accomplished the same result in Jimmy's case as it has with thousands of other growing children. Steadily, encouragingly, his weight began to go up.

For every growing child

Naturally, Baker's Cocoa prepared with milk is an ideal food for every growing child. Do you realize how much valuable goodness each delicious cupful contains?

Baker's Cocoa prepared with



milk offers in wonderfully flavorful guise, all the wholesome benefits of milk—and the added nourishment of Baker's Cocoa. Indeed, Baker's Cocoa prepared with milk provides an abundance of precious food elements—proteins, carbohydrates, calcium, phosphorus, Vitamin A, Vitamin B—a banquet of those valuable food materials which help every child become strong and sturdy and alert.

In a recent survey, 77% of the dietitians, professional nurses, editors of women's magazines said "Baker's Cocoa is best." The pick of West Indian cocoa beans is obtained for Baker's Cocoa. Still more important are the unique knowledge and skill that enter into their blending—the accumulated experience of 150 years. No wonder Baker's Cocoa is so smooth and rich in flavor. No wonder that grown-ups enjoy it just as keenly as do children.

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BAKER'S COCOA

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October, 1930

The Significance of Teaching

(Continued from page 83)

its greatest power. The kingdom was so vast that it covered the known world. It took hundreds of days for the soldiers to march from Rome to the farthest province. The emperor's palace was the most splendid that could be built. Even the stables for the horses were made of marble. Nero in all his gorgeous trappings sat upon the throne and men bowed before him and worshipped him as a god. No doubt they were saying, "This is the great man. This is the man whom the ages will remember."

At the same time, in a dirty dilapidated prison down by the river Tiber there was an old worn-out teacher, a preacher. He was so poor that he had to ask that a coat be brought to him from Asia Minor. There in a cell with a little light coming through a hole in the stone wall, he was writing letters to his pupils and friends, and saying, "Whatsoever things are true, whatsoever things are honorable, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report—think on these things." And how is it now? We call our dogs "Nero" and our sons "Paul." This is not merely a picture. It is the history of nineteen hundred years of progress, and a changing attitude of mind.

His Dirty Little Hands

BY ANNE CAMPBELL

His teacher says that I must scrub
His dirty little hands,
And so I always soak and rub,
Obeying her commands.

But somehow, on the way to school,
He picks up dirt galore,
And when he's reached there, as a rule,
He should be scrubbed once more.

When he sits down to dine at night,
I'm always filled with shame.
His grubby hands are just a sight.
At luncheon it's the same.

But, oh, I know there'll come a day
When I'll look back in vain
To little paddies soiled this way,
And wish them here again.

Too soon the time will come when he
Is careful how he looks.
He won't be thinking then of me,
His daddy, or his books.

But now his heart is ours alohe,
And mother understands;
And holds them closely in her own—
His dirty little hands!

©The Philadelphia Evening Bulletin.



Princeton's Singing Mothers, Princeton P. T. A., Orlando, Florida. The First Group of Singing Mothers Organized in Florida

Congress Comments

The September Board Meeting was attended by a large number of interested members. Every desirable facility for the conduct of a successful business meeting was furnished at the New Ocean House at Swampscott, Massachusetts. The ocean view, the quiet meeting rooms, and the freedom from distracting city sounds gave opportunity for the quiet consideration so much needed by a group of people entrusted with the conduct of the affairs of an organization of a million and a half members. Within a radius of twenty-five miles from Swampscott lie many of the historic shrines of an historic state, and on several occasions trips were planned for the Board members.

Mrs. F. M. Hosmer, second vice-president of the National Congress, conducted a round table conference on "Parent-Teacher Program Making" at the fourth annual convention of the National Congress of Colored Parents and Teachers, July 21-23. The convention members were guests of the Virginia Parent-Teacher Congress at Virginia State College, Petersburg, Virginia. Mrs. Hosmer used the discussion method and her group arrived at practically the same conclusions that were reached at the Denver Convention.

The three hundred—more or less—Congress members who enjoyed at the Denver convention the interesting playlet entitled "My Son John" will be glad to know that a plan is under way for its publication and distribution. Dr. George K. Pratt, chairman of the Committee on Mental Hygiene of the National Congress of Parents and Teachers, arranged for this playlet to be given at the Colorado Psychopathic Hospital, with the assistance of Dr. Franklin G. Ebaugh, Hospital Director, and members of his staff. Dr. Lawrence Woolley, a member of the hospital staff, wrote the scenario.

The avowed object of the playlet is to present in an effective way the essential features of mental hygiene. The *Mental Hygiene Bulletin* describes it thus: "The story revolved around nine-year-old Johnny, whose family was disturbed by his frequent tantrums following an attack of illness and by his failing in school. A neighbor suggested that Johnny's mother seek the assistance of the local child guidance clinic, which she did. The subsequent scenes include the visit of the psychiatric social worker to Johnny's home; the psychiatric examination in the doctor's office; the customary staff conference on the case; and the psychiatrist's treatment interview with Johnny's mother."

Direct educational service through libraries was discussed at the Second Pan-Pacific Women's Conference held in Honolulu from August 9 to 23 and attended by delegates from all countries bordering on the Pacific Ocean.

Julia Wright Merrill, library extension chairman of the National Congress of Parents and Teachers, was an official delegate

October, 1930

to the conference, representing the American Library Association. Miss Merrill, who is library extension specialist of the American Library Association, gave a talk on library work before the Education section of the meeting. Before returning to the United States, Miss Merrill will visit and study the county library systems of Hawaii. Her trip is being financed by a grant from the Carnegie Endowment for International Peace.

Mrs. A. H. Reeve, of Philadelphia, president of the International Federation of Home and School, was chairman of the conference program, which was divided into the following sections: Education, health, government, industry and the professions, and social service.

The Pan-Pacific Union which sponsored the conference has as its chief aim that of "bringing together, from time to time, in friendly conference, leaders in all lines of thought and action in the Pacific area, that they may become better acquainted; and assisting in pointing them toward cooperative effort for the advancement of those interests that are common to all the peoples."

The corner stone of the National Education Association's new \$350,000 administration building was laid July 25 with impressive ceremonies, which featured an address by Honorable William John Cooper, United States Commissioner of Education, in which he paid tribute to the ideals of teachers, the corner stones of education. The trowel used by George Washington in laying the corner stone of the central building of the National Capitol in 1793, and which was also used in laying the corner stones of the Washington Monument and the Lincoln Memorial, was used in placing the corner stone of the new building of the N. E. A.

Among the articles placed in the corner stone were typical publications of the National Congress of Parents and Teachers. The new seven-story building, which will be ready for occupancy about January 1, is entirely financed by fees from life members of the N. E. A. It is an extension of the building now occupied by the National Education Association, the National Congress of Parents and Teachers, and the Association for Childhood Education.

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The Wise Use of Leisure Let Parents Teach Poems

(Continued from page 71)

Better for little John's lungs than the football yells he hears the big boys give, is Browning's:

"King Charles, and who'll do him right now?
King Charles, and who's ripe for fight now?
Give a rouse: here's in hell's despite now,
King Charles!"

Little John may now be given the story of the Stuart kings from a child's history and if he still likes to straddle a chair for a horseback ride, he will ride with the Stuarts as he bounces along:

"Boot, saddle, to horse and away!"

John may also wish to "Bring the Good News to Aix" with the galloping movements in:

"I sprang to the stirrup, and Joris, and he;
I galloped, Dirck galloped, we galloped all three."

Cowper's comedy may be dramatized for all the children as a play based on horseback riding:

"John Gilpin was a citizen
Of credit and renown,
A train-band captain eke was he
Of famous London town.
* * *

"Six gentlemen upon the road,
Thus seeing Gilpin fly,
With postboy scampering in the rear,
They raised the hue and cry."

A child feels the poet's movement and rhythm and loves to reproduce it in the action of his own voice and body. He will be able to mark not only the difference between the horse's gallop and the human footsteps but he will also note that after the "Piper":

"Small feet were pattering, wooden shoes clattering,
Little hands clapping and little tongues chattering."

John will note that the martial tread differs from the children's in:

"Scots, who have with Wallace bled,
Scots, whom Bruce has often led."

He will like to scuffle his feet along wearily with Kipling's: "Boots—boots—boots—boots—moving up and down again!"

The motion of the body to mark the rhythm of the line of poetry is a source of pleasure to little John. He may of his own accord fit the words of his marching song to some musical selection, or one may be played for him on the piano or Victrola. His marching songs may be taught on rainy days at home; his "Forty Singing Seamen" or his "Ancient Mariner" on the beach; "Sweet and Low" at sunset; "Hark, Hark! the Lark!" before breakfast.

In order to fit the poem to the occasion Mother should have them all stored in her own memory, ready in a quiet moment to offer little John. He is to learn them only by lisping them over after Mother day by day, as he did his first prayer. Then he is ready to find them in print. Mother can present beautiful illustrated copies, and there the poems he will like best to read are perhaps those whose rhythm he already knows in such skipping lines as:

"Haste thee, Nymph, and bring with thee
Jest, and youthful jollity.
Quips and cranks and wanton wiles,
Nods and becks and wreathed smiles"—

If the mother of the pre-school child has time to dance and sing with him to old ballads and lyrics, she may prepare her small John for effectual leadership in the kindergarten.



October, 1930

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Two-Reel Picture of Porto Rico

A Letter From Government House, Porto Rico

Mrs. Martha Sprague Mason, Editor
Child Welfare Magazine,
5517 Germantown Ave.,
Philadelphia, Pa.

June 24, 1930.

Dear Mrs. Mason:

Porto Rico is a very important part of the United States, but curiously enough there is an extraordinary lack of information concerning it in this country. Letters come to me addressed in the most extraordinary fashion: Porto Rico, Cuba; Porto Rico, Central America, etc. Just yesterday an intelligent and quite prominent individual asked me when I would be going back to the Philippine Islands.

Porto Rico is an island community with a population of a million and a half who are American citizens. At the present moment we, in the island, are passing through a phase of adjustment which to me seems one of the most interesting there is in the world at present. We are suffering from all kinds of drawbacks coincident to disease and poverty; but our people are intelligent, adaptable, industrious. Though we are confronted by many problems our future is bright. We have a university, which I believe will in time expand into Pan-American significance, for it embodies the Spanish culture and the Northern culture. Aside from all this, Porto Rico has a charm of its own: great natural beauty and romantic history and has some of the finest historical monuments of the hemisphere.

With the idea of acquainting our people of the United States with Porto Rico and what it means, we undertook the production of a two-reel picture called PORTO RICO. It is now complete. I believe that as nearly as twenty minutes of time devoted to the subject can give a perspective on the island's future, past, and the problems it must confront, this picture does it.

We have arranged with the Motion Picture Bureau of the Y. M. C. A., offices at 120 West 41st Street, New York City, and 1111 Center Street, Chicago, Illinois, to distribute the picture. It may be had without other cost than that of express charges. I am wondering whether your readers might not welcome this information, and whether possibly you might not wish to lend a word of encouragement to the end that the States and Porto Rico may, through more intimate acquaintance, become more sincerely friends.

With best wishes, I am

Sincerely yours,

Thurston B. Arnold

Governor of Porto Rico.



Typical Scene in Porto Rico

Entertaining A Sick Child

LACK of something to do causes more discontent in a sick or convalescent child than anything else, in the opinion of Janet Burgoon, writing in *Hygeia* for August. Mrs. Burgoon makes many helpful suggestions for entertaining a sick child without tiring him too much.

For the small child there are families of dolls, light building blocks and pictures. Pinning large clear pictures on a screen near the bed will give the child imaginary companions with whom he can play games of his own devising. Changing the pictures at intervals will help vary the monotony of a room. Stringing large colored beads amuses a child without tiring. Never treat lightly anything that a child has made.

The older child confined to bed likes to write letters with a simplex typewriter and to make things of cardboard, yarns, lea-



*In Porto Rico—Governor Roosevelt at Right
October, 1930*

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thers and raffia. A boy enjoys playing with a magnetic fish pond or baseball and football games that are worked out on paper. Radio music and victrola records that are carefully chosen help wonderfully during convalescence. Tapping bells or triangles gives youngsters the pleasure of making a sound. Globes and map puzzles are always interesting.

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BY WINNIFRED KING RUGG

Bringing Up Your Child, by Edwina Abbott Cowan and Avis D. Carlson, refers the subject of habit-forming in children to a formula. The formula, expressed in up-to-date scientific language, is: "Conditioned Stimulus—Previously Conditioned Stimulus—Response."

That is to say, if a certain stimulus produces an undesirable response, that stimulus should be intimately connected with another which has successfully produced the desired response; as a result, the desired response will be linked up with the original stimulus. For example, young Hiram Scott used to gag as soon as he saw the cod liver oil bottle approaching. His mother had the bright idea of reconditioning that stimulus by giving him a bit of chocolate after a spoonful of the oil. Hiram's response was to take the oil for the sake of the chocolate. Ultimately he came to like the oil for itself, and not for the candy.

Not all reconditioning is as elementary as that. Much of it takes forethought, promptitude, and perseverance on the part of the mother. Arthur Dean, the well-known writer on child-training, who contributes the introduction, says: "If a child will not eat a soft-boiled egg there is a reason for his act. He cannot tell if he would and after he is in a tantrum he wouldn't if he could. . . . The book contains no ready made pills which may be pulled from labeled boxes and guaranteed to cure every mental and heart ache of childhood. Rather it presents a *treatment* which will, if intelligently and faithfully followed in the early years of childhood, help the child when he is far beyond the egg-tantrum stage in meeting adequately life situations. . . ."

"It will cost the parent no more effort to understand the workings of the theory of 'con-

ditioned response' than he expects of his child in overcoming what his parents call 'bad behavior.' Surely this is a perfectly fair proposition."

It is hard to believe in the wholesale application of any one theory, but the authors in this case firmly declare that, with understanding and persistence, this theory is sure to turn many unadjusted muddles in child-rearing into understandable situations.

Elizabeth Harrison, pioneer kindergartner, has told the story of her own life in *Sketches Along Life's Road*. Miss Harrison, who was born in Athens, Kentucky, in 1849, took an unusual step for a sheltered Southern girl of her time 'when, in 1880, she went to Chicago to study kindergartening under Alice Harvey Putnam. Study, teaching, more study, and more teaching; the International Kindergarten Union; mothers' classes; the founding of the National Kindergarten and Elementary College in Chicago: these are milestones along the way of Miss Harrison's life. For fifty years she taught; for many years she lectured and wrote in the cause of childhood. She was a conspicuous figure in the development of parental education. The story of this rich and active life as told by Miss Harrison herself is permeated with devotion to childhood and with a strong sense of religious responsibility. The book is edited by Carolyn Sherwin Bailey.

In *The Healthy-Minded Child* the editors, Nelson Antrim Crawford and Karl A. Menninger, have collected some articles that originally appeared in "The Household Magazine." Among the writers represented are such authorities on psychology and child-rearing as Ber-

"Bringing Up Your Child," by Edwina A. Cowan and Avis D. Carlson. New York: Duffield and Co. \$2.50.

"Sketches Along Life's Road," by Elizabeth Harrison. Boston: The Stratford Co. \$3.50.

"The Healthy-Minded Child," edited by N. A. Crawford and K. A. Menninger. New York: Coward-McCann, Inc. \$1.75.

"The Visiting Teacher at Work," by Jane F. Culbert. New York: The Commonwealth Fund Division of Publications. \$1.50.

trand Russell, Ernest and Gladys Groves, and George K. Pratt. "Children can be brought up by common sense," say the editors. "Most of them are. Most of us were. Until science can show a better way to do things, common sense is all we have to fall back upon." Mother animals seem to get along pretty well on the basis of instinct and common sense. Why should a human being need more? Well, for this obvious reason—to quote again—"that if human mothers wanted to raise robins and cattle and dogs they could probably get along with a modicum of common sense. Unfortunately this is about what some mothers are doing, except that their robins and cattle and dogs have access to telephones, automobiles, alcohol, and firearms, all of which complicate their social behavior and the peaceful prospects of the rest of us."

The Healthy-Minded Child is an outgrowth of the attempt to bring modern scientific knowledge to everyday people.

Jane F. Culbert, executive in charge of the visiting teacher work of the Public Education Association of New York City, has written a handbook called *The Visiting Teacher at Work*, designed for the guidance of those who wish to enter that field of service and for those who wish to understand more fully just what a visiting teacher does.

During the last twenty years visiting teacher work has been developed in response to needs recognized jointly by social workers and by teachers. It belongs to the professions of both. Social workers are focusing their attention on prevention and believe that humanitarian work must begin with the child. They are turning to the schools for cooperation, and the visiting teacher, who studies the child in all his relations, provides the connection between the school, the home, and the community.

Miss Culbert's exposition is based on the experience gained in thirty three-year demonstrations carried on by the National Committee on Visiting Teachers as part of the Commonwealth Fund program in child guidance.

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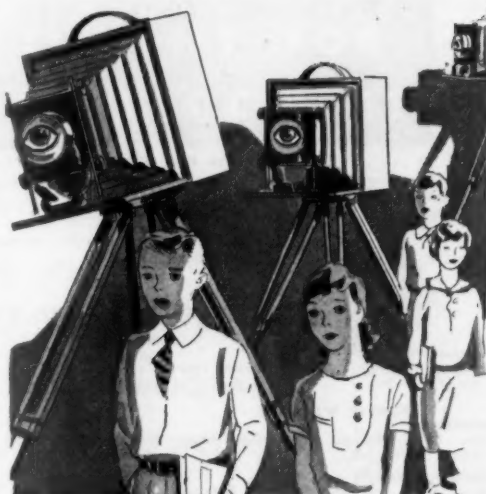
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